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ABSTRACT

This annotated bibliography lists 635 publications, dissertations, and archival sources which examine the history of women's education in the southern United States. A brief history of the education of women in the South precedes the bibliographic listings. The sources range between very general works, scholarly books and articles, student and financial records, private papers, and memorabilia of educators and noted alumnae. Secondary sources include a sample of general works which set the larger national stage and a number of more regionally-specific ones, all published between 1874 and 1991. The bibliography includes works on the changing purpose and nature of women's education in the South, the forces (such as the state and religion) for and against women's education, the formal and informal institutions in which education took place, and the women who participated. The primary sources listed represent responses to a mailed questionnaire sent to college and university archives of nine different Southern states. Entries are alphabetical by author. Where there is more than one author for one source, the listing is under the first author, and the others are noted in cross references and in the author index. A subject index is also included. (GLR)

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The Higher Education of Women in the South:

An Annotated Bibliography

compiled by

Margaret Dittemore and Susan Tucker

with an Introductory History

by

Amy Thompson McCandless

U.S. DEPARTMENT OF EDUCATION
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Archival and Bibliographic Series, III
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Newcomb College Center for Research
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PREFACE

This bibliography cites over 600 publications, dissertations, and archival sources which inform the history of women's education in the South. It is hoped that our work in compiling such a listing will stimulate further research and allow scholars access to a history rich in diversity.

The history of women's education in the South has not received as much attention as has research on women's education in other parts of the country. Histories and guides to sources have focused primarily on the leadership of Northeastern institutions (especially the role of the Seven Sister colleges) and the coeducational institutions of the Midwest. For example, Women's Studies: A Bibliography of Dissertations, 1870-1982 records only ten titles readily identifiable as studies of the education of Southern women out of 167 dissertations on the history of education in the United States.[1] However, the last two decades have seen a deepening interest in women's education in the South, an interest which seeks both to document events and to understand how they were shaped by the region's particular historical experience.

These two trends -- one focusing on the Northeast and the Midwest, the other now seeking to include other regions -- offer the opportunity for scholars to ask important theoretical questions about which past is remembered and explored. Until recent years, most scholars of education have focused on the most successful or the biggest failures from the various women's colleges or coeducational institutions. The past of the average woman student, or even the average woman faculty member, was not emphasized. Yet, this lack of emphasis does not mean that sources are not available. From the great number of sources we located, it appears that the records of the pasts of average women simply have not been considered with the same attention given those documents on the more well-known institutions within the dominant patriarchal culture. And the pasts of Southern women have simply not been considered with the same dedication as the pasts of women in other regions.

The sources listed here range between very general works, scholarly books and articles, student and financial records, private papers and memorabilia of educators and noted alumnae. The secondary sources in Parts II-V include a sample of general works which set the larger national stage and a number of more regionally-specific ones, all published between 1874 and 1991. They represent some of the thinking that spanned that time period. Included are works concerning the changing purpose and nature of women's education in the South, forces (such as the state and religion) for and against women's education, the formal and informal institutions in which education took place, and the women who participated. The primary sources listed in Part VI represent responses to a mailed questionnaire sent to college and university archives of nine different Southern states.

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[1] Gilbert, Victor Francis and Darshan Singh Tatla. Women's Studies: A Bibliography of Dissertations, 1870-1982. See entry number 9 in Part II of this bibliography.

A compilation of this sort raises a great number of unanswered questions which we hope these and other sources will be used to pursue.[2] Demographic profiles outlining socio-economic background, race, age, and religion of students in the South tell us much about women's education. Who were the women afforded education in the South? Where did women go to school? Were denominational schools more popular in the South than in other parts of the country? Were private schools more popular than public? What do we know about the complex nature of education for women as conceived of by the dominant society? We know that early women's colleges sought to prepare young women to be guardians of their homes and volunteers in the community while struggling with whether they should be provided with the same academic training and knowledge afforded men. What were the various curricula changes that such an evolving and often conflicting approach entailed? These are important questions for researchers to consider. They might also look at choices of academic majors and electives, the nature and degree of involvement in campus activities, residence patterns, and the degree of institutional support for women's issues. What happened to students after graduation? How were educated women perceived in the South? Regional arguments of opponents and proponents of women's higher education also need to be examined more closely with an eye towards educational influences. Finally, who shaped educational policy? Scholars have begun to look at the make-up of the boards of trustees and college administrations, the nature of institutional mission statements and the role of state legislatures. But much more work needs to be done in this area and in many others.

This bibliography is divided into five sections: General References, Books, Essays and Articles, Dissertations and Theses, and Primary Sources. The limitations of each are discussed in brief introductions. Entry is alphabetical by author in Parts II-V. Where there is more than one author for one source, the listing is under the first author, and the others are noted in cross references and in the Author Index. With the exceptions of dissertations and primary sources, each work was examined before the annotation was written. The annotations are largely descriptive with the aim of enabling the reader to decide whether or not to consult a particular source. Readers with specific interests may want to consult the subject or name indexes first as a key to coverage.

Of course, this listing is not without errors and omissions. The compilers welcome suggestions and comments for future updates.

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[2] For a number of interesting questions and potential research projects, see Graham, Patricia A. "So Much to Do: Guides for Historical Research on Women in Higher Education." Teachers College Record 76(3):421-429, February 1975.

Part I - A BRIEF HISTORY OF THE EDUCATION OF WOMEN IN THE SOUTH

In Ellen Glasgow's novel Virginia, the star student at the Dinwiddie Academy for Young Ladies is described as "a docile pupil" and educated according to "the simple theory that the less a girl knew about life, the better prepared she would be to contend with it." Dinwiddie rewarded conformity and compliance, not creativity or sagacity: "to solidify the forces of mind into the inherited mould of fixed beliefs was...to achieve the definite end of education." Negative conceptions of Southern educational institutions for women, such as Glasgow's, have long persisted. Historians have been no more kind in their description of actual women's colleges. Although Southern institutions of higher education were among the first in the nation to use the name "college" and to grant degrees, critics contended that schools such as Wesleyan College in Georgia and Mary Sharp College in Tennessee did not maintain the matriculation and graduation standards of neighboring men's colleges or Northeastern women's institutions. In other words, Southern women's colleges were not real colleges.

In her history of women's colleges, Louise Boas maintained that occasionally "parents sent daughters to Southern schools to acquire the languid grace and the perfection of manners of the Southern lady, but in general education meant Northern education, in the educationally advanced states." Boas was not the only writer to dismiss Southern colleges as substandard. Most educational historians chose to focus on the women's colleges of the Northeast and/or the coeducational institutions of the Midwest. The education of African-American women in the region was totally ignored. In his two volume History of Women's Education in the United States (1929), Thomas Woody does not mention a single Black college.

In truth, the higher education of Southern women has differed considerably from that of other Americans in the last two centuries. But the diminution of Southern schools and omission of the Southern experience results in an incomplete picture of the American educational scene and in an inaccurate picture of the South, as well.

To achieve a more accurate account, historians must look at both the context of Southern history and the context of women's education within this history. Studies which use data from Northeastern women's colleges and Northern and Western coeducational institutions to extrapolate patterns of American higher education ignore economic, political, social, and ideological factors which were unique to the South and which made Southern women's educational experiences distinct from that of women elsewhere in the nation.

Slavery and later racial segregation affected the academic programs and social environment of Southern college women for decades. Higher education was the preserve of the plantation elite in the antebellum period. There were no institutions of higher education for African-Americans of any sex in the South before the Civil War. Slaveholders argued that the education of Blacks would foment rebellion, and many Southern states considered it a crime to teach slaves to read and write. Free persons of color established their own private schools in cities such as Charleston and New Orleans, but they had to leave the region if they wished to attend college.

Wealthy white women could obtain collegiate training in the South as well as in the North before 1860. Educational historian Thomas Woody recognized Wesleyan Female College in Macon, Georgia, founded in 1836, as the oldest chartered college for women in the United States. But the conservatism of the planter class was reflected in the educational programs offered antebellum youth at Southern colleges. White men were prepared to be lawyers, planters, and politicians; white women, to be ladies. One of the reasons for the creation of regional colleges in the antebellum period had been to protect Southerners from the corruption of Northern ideas--particularly those which challenged the institution of slavery and its concomitant social relations. Higher education was not a means of social mobility; it was designed to maintain, not to change, the status quo.

For the most part, men and women were educated separately in the antebellum period. Public institutions of higher education had been founded throughout the Southeast in the eighteenth and nineteenth centuries, but none admitted women before the Civil War. Only a few private colleges founded by the various denominations were coeducational.

The abolition of slavery brought new educational opportunities for women in the South, but it did not bring an end to racial or gender discrimination in higher education. Separate institutions were established to meet what were perceived as the different educational needs of Blacks and whites, men and women.

Separate education was never equal. Hampton Normal and Agricultural Institute in Virginia, founded in 1868 by General S.C. Armstrong and supported by the American Missionary Association, was typical of most early Black colleges. Hampton stressed basic literacy, character building, and industrial training rather than liberal arts courses and professional preparation.

Even the most idealistic pedagogues tended to look condescendingly upon the abilities of Black students in the post-war period. Some educators sought to "raise" freedmen and women from the degradations of slavery; others, to turn them into loyal, industrious employees. Most saw higher education as a means to make Black youth more useful to the white race.

The student bodies of Southern colleges and universities reflected the segregated patterns of life outside academe. There were no integrated undergraduate programs at public colleges and universities in the region before World War II. White men and women were hired as professors and administrators at historically Black colleges, white children of faculty and staff occasionally attended classes at Black schools, and white businessmen or politicians served as presidents and trustees of Black institutions, but Black students, faculty, and administrators were totally absent from white private and public institutions until the court-ordered integration of undergraduate facilities began in the 1950s. African-Americans were employed at white colleges only as maids and janitors.

Antebellum notions of woman's nature and sphere continued to define gender roles at Black and white colleges in the post-bellum period. Although they were usually educated in the same institutions as African-American men, African-American women were enrolled in special women's courses. While men learned agricultural or mechanical trades, women were prepared for domestic occupations. For much of the twentieth century, sexual and racial biases in collegiate vocational programs tended to restrict African-American women to careers in teaching and social work.

The economic dislocation caused by the Civil War made it necessary for many white women to find employment outside the home. But liberal arts colleges provided little, if any, vocational training. The populist demand for agricultural and industrial programs which would alleviate the plight of poor whites led to the establishment of state agricultural and mechanical institutions and public women's colleges in the late nineteenth century. The first state-supported college for women was the Mississippi Industrial Institute and College founded in 1884; by 1908, public women's colleges had been chartered in eight Southern states. The shortage of teachers in the burgeoning elementary and secondary schools similarly led to the creation of normal institutes throughout the South. As bachelor's degrees became increasingly necessary for occupational mobility, many of these normal and industrial training schools were transformed into four-year liberal arts colleges.

Southern institutions of higher education were much more likely to be segregated by sex than their counterparts elsewhere in the nation. At the beginning of the twentieth century, 66 percent of the nation's colleges for women were in the South, and only six of the white state universities in the region were coeducational. Unlike the North and West, the South was slow to create coeducational liberal arts institutions. Coordinate colleges, which allowed women to share the faculties and facilities but not the academic and social programs of existing men's institutions, were popular at private and public schools throughout the region. H. Sophie Newcomb Memorial College for Women was established in 1886 as a department of Tulane University, and the public universities of Virginia, North Carolina, South Carolina, and Georgia all experimented with various forms of the coordinate plan.

The fundamental Protestantism of the region also tended to make Southern women's education distinct. Religious observances remained far more important at Southern colleges and universities in the twentieth century than at schools in other parts of the United States. Most private colleges in the South were affiliated with religious bodies, and even at secular institutions, the Young Men's/Women's Christian Association (YMCA/YWCA) was often the largest student organization. Denominational colleges required attendance at chapel services and Sunday church and advocated religious courses and Bible study into the 1960s. Fundamentalists often feared educational innovations and reinforced conservative social relationships.

For most of the twentieth century Black and white women were educated in separate and disparate institutions where they were taught the womanly behaviors deemed appropriate for their race. Curricular and extracurricular programs reinforced traditional stereotypes. Undergraduates studied home economics, fine arts, and child psychology; alumnae became housewives, teachers, nurses, and social workers. Special curfews, dress regulations, social organizations, and campus activities all were designed to ensure that Southern women remained ladies.

The Civil Rights Movement of the 1950s and 1960s brought tremendous changes to the colleges and universities of the region. Traditional attitudes toward race, gender, and class were increasingly challenged in the court and in the classroom. Public and private campuses were integrated, social restrictions were eliminated, and college governance democratized.

The Civil Rights and Women's Movements also influenced the institutional structures of Southern schools. Boards of trustees, staffs, and faculties were integrated, new African-American and Women's Studies courses were introduced, and special centers and services were established for women and minorities. Schools as diverse as Spelman College, the University of Mississippi, Newcomb College of Tulane University, and Emory University founded women's research centers and programs.

Some antebellum concepts of womanhood have survived the cataclysmic changes of the sixties and seventies, however. Women at Southern coeducational institutions today are less likely than men to hold campus leadership positions, to dominate classroom discussions, and to major in mathematics and science. Social activities still reinforce traditional gender roles and separate students along racial and sexual lines. Unfortunately, the coeducational and integrated colleges and universities of the nineties often do not provide an equal education for women and minorities.

Predominantly Black colleges and women's colleges continue to appeal to Southern women because they provide more opportunities for friendship, for campus participation, and for academic progress and success than their integrated and coeducational counterparts. They consider individual differences, while at the same time they foster a sense of community responsibility. They offer more courses in women's studies and African-American studies; they create an environment in which young women can come to know themselves and others.

Because the social, political, and economic relationships which grew out of slavery and an agrarian economy have affected and continue to affect educational philosophies and practices of Southern schools, their history within the context of their environment is deserving of further study. Why has higher education been an animating force for some Southern women and not for others? Why have traditional racial and gender stereotypes made it difficult for some educated Southern women to assert themselves and to challenge the status quo? Why have these same stereotypes encouraged others to value a woman-centered and group oriented environment which allows them to look beyond differences of race, class, sex and to work for change that will create a better life for others? Why has the same educational system which produced Ellen Glasgow's Virginia also produced women who have become scientists, artists, civil rights' activists, and academicians? Clearly, all Southern educational institutions did not resemble Dinwiddie Academies. To look more closely into the history of Southern women's education and to learn more about the experiences of their students will enable us to have a more accurate picture of the past.

Amy Thompson McCandless
College of Charleston

Part II - GENERAL REFERENCES

The following is a listing of general and regionally-specific standard reference works published in the 1970s and 1980s. These works grant access to and give information about both primary and secondary sources. The latter include books, journal articles, dissertations, theses, and biographical and institutional listings.

Not included are the guides to a growing number and microform collections such as Southern Women and Their Families in the Nineteenth Century: Papers and Diaries and Records of Ante-Bellum Southern Plantations from the Revolution to the Civil War, both University Press of America publications. These collections provide first-hand accounts of the American South and should certainly be consulted by scholarly researchers.

Part II - General References

1. **Bower, Ames Sheldon. Women's History Sources: A Guide to Archives and Manuscript Collections in the United States. See Hinding, Andrea in this section.**

2. **Boyer, Paul S. Notable American Women, 1607-1950: A Biographical Dictionary. See James, Edward T. in this section.**

3. **Brown, Jessica S., ed. The American South: A Historical Bibliography. Santa Barbara: ABC-Clio, 1986. 2 vol., index.**

   This two-volume work contains almost 9,000 abstracts and annotations of articles drawn from approximately 500 journals published between 1974 and 1984. The section on "Education in the South" is most useful.

4. **Cannon, Lynn Weber. Women of Color and Southern Women: A Bibliography of Social Science Research, 1975-1988. See Timberlake, Andrea in this section.**

5. **Chambers, Clarke A. Women's History Sources: A Guide to Archives and Manuscript Collections in the United States. See Hinding, Andrea in this section.**

6. **Chambers, Frederick, comp. Black Higher Education in the United States: A Selected Bibliography on Negro Higher Education and Historically Black Colleges and Universities. Westport: Greenwood, 1978. 268p., index.**

   This selective bibliography contains citations to generally-available literature on African-American higher education. Divided by material type, it includes references to institutional histories and periodical literature from the nineteenth and twentieth centuries and to doctoral dissertations and masters' theses from the twentieth century. Selected books and general references are also included. No annotations are given.

7. **Conway, Jill K. The Female Experience in Eighteenth and Nineteenth-Century America: A Guide to the History of American Women. Garland Reference Library of the Social Sciences 35. New York: Garland, 1982. 290p., biblio., index.**

This "interpretive guide" to sources on American women's history contains over 50 short essays. Each surveys the literature on various topics and includes listings of both primary and secondary sources. Schools, literacy, and women's intellectual work are among the topics covered.

8. **Ferris, William. The Encyclopedia of Southern Culture. See Berkeley, Kathleen C. in Part IV--Essays and Articles.**

9. **Gilbert, Victor Francis and Darshan Singh Tatla, comps. Women's Studies: A Bibliography of Dissertations, 1870-1982. Oxford: Basil Blackwell, 1985. 496p., index.**

This comprehensive list includes theses and dissertations from British, Canadian, and Irish universities and dissertations from American universities on women's studies' issues through 1982. The entries are divided by subject into 23 chapters. There is a chapter on education with references to women and higher education in the South.

10. **Green, Carol Hurd. Notable American Women, the Modern Period: A Biographical Dictionary. See Sicherman, Barbara in this section.**

11. **Guy, Rebecca F. Women of Color and Southern Women: A Bibliography of Social Science Research, 1975-1988. See Timberlake, Andrea in this section.**

12. **Harrison, Cynthia E., ed. Women in American History: A Bibliography. Clio Bibliography Series 5, 20. Santa Barbara: ABC Clio, 1979-1985. 2 vol., index.**

This reference tool includes over 7,000 annotations of articles which appeared over the period 1964-1984. Many are from the volumes of America: History and Life. In Volume One, the section on education under each of the various chapters and on the South, Southeast, and Southcentral under the chapter "United States: Regional" are very useful as is the chapter on "Women and Education" in Volume Two.

13. **Higginbotham, Elizabeth. Women of Color and Southern Women: A Bibliography of Social Science Research, 1975-1988. See Timberlake, Andrea in this section.**

14. **Hinding, Andrea, Ames Sheldon Bower, and Clarke A. Chambers, eds. Women's History Sources: A Guide to Archives and Manuscript Collections in the United States. New York: Bowker, 1979. 2 vol., index.**

    This work contains descriptions of 18,026 collections in 1,586 repositories in the United States arranged geographically by state and city. The result of a nationwide survey conducted from 1975 to 1979 by the University of Minnesota, the book provides extensive coverage of collections of unpublished (or primary) sources pertaining to the history of U.S. women from colonial times to the present. Volume One contains the entries with a directory of contributing repositories. Volume Two is an integrated index with name, subject, and geographical access. Although archival materials on early academic women are scattered, this book is a logical starting point.

15. **Howard, Suzanne. Everywoman's Guide to Colleges and Universities: An Educational Project of the Feminist Press. See Howe, Florence in this section.**

16. **Howe, Florence, Suzanne Howard, and Mary Jo Boehm Strauss, eds. Everywoman's Guide to Colleges and Universities: An Educational Project of the Feminist Press. Old Westbury: Feminist, 1982. 512p., index.**

    Approximately 6,000 public and private institutions are described in this directory. In addition to some of the standard information that occurs in most such volumes, other types of information, including descriptions of childcare facilities, statistics on the percentage of women students on campus, the faculty/student gender ratio, and so forth appear. Coeducational and women's colleges and universities of the South are included.

17. **James, Edward T., Janet Wilson James, and Paul S. Boyer, eds. Notable American Women, 1607-1950: A Biographical Dictionary. Cambridge: Belknap-Harvard University Press, 1971. 3 vol.**

This biographical dictionary reviews the lives of approximately 1,300 notable women. Except for the wives of U.S. presidents, all are women of national distinction in their own right. Years covered are 1607 to 1950. A number of notable Southerners are included.

18. **James, Janet Wilson. Notable American Women, 1607-1950: A Biographical Dictionary. See James, Edward T. in this section.**

19. **Mitchell, S.C. The South in the Building of the Nation. See Benedict, Mary K. in Part IV--Essays and Articles.**

20. **Parker, Betty June. Women's Education-A World View. See Parker, Franklin in this section.**

21. **Parker, Franklin and Betty June Parker, comps. and eds. Women's Education-A World View. New York: Greenwood, 1979-1981. 2 vol., index.**

This bibliography contains English-language references pertaining to girls' and women's education worldwide. One of the volumes is devoted to U.S. and Canadian dissertations and includes a brief abstract for each entry. The other volume includes books and reports. Citations total nearly 6,000. Entries are arranged by author with indexing by subject. A number of references to women and higher education in the South are included.

22. **Sicherman, Barbara and Carol Hurd Green, eds. Notable American Women, the Modern Period: A Biographical Dictionary. Cambridge: Belknap-Harvard University Press, 1980. 773p.**

This biographical dictionary reviews the lives of approximately 440 notable women who died between 1951 and 1975. The contributions of the vast majority were their own and of more than local significance. A number of notable Southern women are among those listed.

23. **Sims-Wood, Janet L., comp. The Progress of Afro-American Women: A Selected Bibliography and Resource Guide. Westport: Greenwood, 1980. 378p., index.**

Using nineteenth and twentieth-century sources, over 4,000 citations are compiled under 34 subject headings, ranging from the armed services to women's rights. Education is included. No annotations are given.

24. **Strauss, Mary Jo Boehm. Everywoman's Guide to Colleges and Universities: An Educational Project of the Feminist Press. See Howe, Florence in this section.**

25. **Tatla, Darshan Singh. Women's Studies: A Bibliography of Dissertations, 1870-1982. See Gilbert, Victor Francis in this section.**

26. **Timberlake, Andrea, Lynn Weber Cannon, Rebecca F. Guy, and Elizabeth Higginbotham, eds. Women of Color and Southern Women: A Bibliography of Social Science Research, 1975-1988. Memphis: Center for Research on Women, Memphis State University, 1988. 264p., index.**

This bibliography contains 2,683 citations of books, articles and some unpublished works (e.g., dissertations), most of which were published between 1975 and 1988. Over half of the material comes from The Research Clearinghouse on Women of Color and Southern Women, an online database of such works. The bibliography is divided into six broad subject headings, of which education is one. There are 75 listings on Southern women under that heading. Annual supplements are being published.

27. **Wilkins, Kay S. Women's Education in the United States: A Guide to Information Sources. Education Information Guide Ser. 4. Detroit: Gale Research, 1979. 217p., index.**

This bibliography includes citations to 1,134 works published primarily between the years 1968 and 1978. Some older material is presented as well. The volume is organized topically into 19 chapters with author, title, and subject indexes following. Brief annotations are included for each citation.

28. **Wilson, Charles Reagan. The Encyclopedia of Southern Culture. See Berkeley, Kathleen C. in Part IV--Essays and Articles.**

29. **Young, Arthur P., comp. Higher Education in American Life, 1636-1986: A Bibliography of Dissertations and Theses. Bibliographies and Indexes in Education 5. New York: Greenwood, 1988. 431p. index.**

This volume contains 4,570 citations of doctoral dissertations and masters' theses. The primary focus is on works with a historical orientation. The volume is divided into two parts. Part One is arranged alphabetically by states and territories and then subdivided by institution. Part Two is arranged by subject. There are author and subject indexes.

Part III - BOOKS

This is a selective guide to 180 generally-available titles published between 1874 and 1991. For the beginning researcher, we include a few books dealing with the education of women in general. Other general works concern the South and its institutions of both formal and informal education and education with information on the South. More specific sources examine both whites and African-Americans and focus on women's education regionally and in particular Southern states, including works on home and family life describing attitudes towards education, biographies, autobiographies, and a sample of institutional histories.

Users should be aware, however, that only a limited sample of institutional histories have been included. Not always accessible through standard indexes, these works are often of uneven quality and length. Nevertheless, researchers will profit from consulting them and should find them through college and university archives. Also limited is our listing of biographies and autobiographies. Yet, we encourage their use. Works such as Virginia Foster Durr's Outside the Magic Circle, Melanie Neilsen's Even Mississippi, Shirley Abbott's Womenfolks, and the essays in A World Unsuspected do tell us much about what was and was not expected of education even if formal education is never mentioned. The use of such accounts in conjunction with the records of a college offers insight into the perceived purpose of education.

Part III - Books

30. **Aiken, Wreathy. Education of Women in Texas. San Antonio: Naylor, 1957. 182p., illus., biblio., index.**

This study examines the environment in which women's education developed between 1825 and 1957 and the influences that shaped it. Trends in higher education during this time, including the increasing importance of female students, teacher training, and extension services are discussed. The development of a college curriculum is outlined. The changing role of junior colleges and their advantages as well as disadvantages for women are included.

31. **Akers, Samuel Luttrel. The First Hundred Years of Wesleyan College: 1836-1936. Savannah: Beehive, 1976. 160p., illus.**

Generally recognized as the first college for women, Georgia Female College was founded in 1836 by citizens of Macon together with the Methodist Episcopal Church. The name was later changed to Wesleyan College. In this book, the school's development is traced from its founding and first graduates through the devastation of the Civil War and its rebuilding thereafter.

32. **Alvey, Edward, Jr. History of Mary Washington College, 1908-1972. Charlottesville: University Press of Virginia, 1974. 682p., illus., index.**

This institutional history traces the origin and development of Mary Washington College and its role as a liberal arts college for women in the South. A chapter is devoted to its coordination with the University of Virginia (then for men) in the 1940s and the resulting changes in admission and degree requirements, curricula, etc. Sketches of 25 individuals important to the College's history are included.

33. **Anderson, James D. The Education of Blacks in the South, 1860-1935. Chapel Hill: University of North Carolina Press, 1988. 366p., illus., notes, biblio., index.**

This volume describes the public and private educational system that was developed by and for African-Americans between 1860 and 1935. Its structure, ideology, and content are seen as a result of the subordinate role of African-Americans within the larger society. Although no specific section is devoted to women, their opportunities for and position in higher education are discussed in the text.

34. **Arkansas. Commission on Coordination of Higher Education Finance. Comprehensive Study of Higher Education in Arkansas. James T. Sparkman, Study Director. Little Rock:1968. 300p., illus., append., biblio.**

This study of higher education in Arkansas makes recommendations concerning expansion and change. The demographic and socio-economic characteristics of the state are outlined and the implications of these for higher education discussed. The historical development of educational institutions, their financing, enrollments, programs and services (both present and projected) are also presented. Some gender information is available.

35. **Astin, Helen S. The Woman Doctorate in America: Origins, Career, and Family. New York: Russel Sage Foundation, 1969. 196p., illus., append., biblio., index.**

Based on the belief that there is little understanding of the educational and occupational development of women, this study focuses on women who received their Ph.D.s in 1957 and 1958. Their patterns of career development, career interests, commitment to work, and professional contributions are investigated.

36. **Astin, Helen S. and Werner Z. Hirsch, eds. The Higher Education of Women: Essays in Honor of Rosemary Park. New York: Praeger, 1978. 182p., illus.**

This collection of essays and articles concerning the general status of women in academe is divided into three parts. The first includes an interview with Rosemary Park; the second, topics dealing with women's education and the status of academic women; and the third, some policy recommendations with educational and social implications. The book is intended to acquaint students and policy-makers alike with the issues and contributions of women in higher education.

37. **Bacote, Clarence Albert. The Story of Atlanta University; A Century of Service, 1865-1965. Atlanta: Atlanta University Press, 1969. 449p., illus., biblio., index.**

This history of Atlanta University (GA) covers the period from its establishment in 1869 for the education of freedmen through the post-World War II period. Although there is no specific section devoted to women, women as faculty and later students are discussed in the text.

38. **Blandin, I.M.E. History of Higher Education of Women in the South Prior to 1860. New York: Neale, 1909. 328p.**

Based on legislative acts, catalogs of schools, and correspondence with educators, this book gives sketches of early schools for girls which operated in Alabama, Florida, Georgia, Louisiana, Kentucky, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, and Virginia. This volume was reprinted by Zenger in 1976.

39. **Bleser, Carol, ed. In Joy and in Sorrow: Women, Family, and Marriage in the Victorian South, 1830-1900. Oxford: Oxford University Press, 1991. 330p., illus., notes.**

These essays were given at the 1989 Fort Hill Conference at the time of the 100th anniversary of Clemson University. Womanhood, family, and marriage across Southern society---rich and poor, African-American and white, slave and free---are reviewed. The education of girls and young women as well as attitudes toward it are touched upon in several essays. Among them are "A Family Tradition of Letters: the Female Percys and the Brontean Mode" and "A Woman Made to Suffer and Be Strong: Ella Gertrude Clanton Thomas, 1834-1907."

40. **Boas, Louise Schutz. Woman's Education Begins: The Rise of the Women's Colleges. American Education: Its Men, Ideas and Institutions, Ser. II. Norton, MA: Wheaton College Press, 1935. 295p., biblio.**

This well-known history, a product of the 100th anniversary of Wheaton College (MA), seeks to understand the social conditions which promoted higher education for women in the United States. Based largely on primary sources, it reviews the early differences in male and female education and examines changes in the character of female education and public attitudes about it. The importance that religion placed on education, curriculum debates and changes, and the establishment of academically-oriented colleges for women in the Northeast are all reviewed. This volume was reprinted by Arno Press in 1971.

41. **Bond, Horace Mann. The Education of the Negro in the American Social Order. New York: Prentice Hall, 1934. 501p., illus., biblio, index.**

This volume relates the history and development of African-American education primarily in the South after the Civil War. The development of separate educational systems, the social and economic factors surrounding it, the role of Booker T. Washington, the emergence of philanthropic foundations to further education, and the preparation and achievements of teachers and students alike are all discussed. A short chapter is devoted to "Higher Education for Negroes." This volume was reprinted by Octagon in 1969.

42. **Bond, Horace Mann. Negro Education in Alabama: A Study on Cotton and Steel. Diss., University of Chicago, 1937. Washington: Associated, 1939. 358p., illus., biblio.**

This classic study concerns social and economic influences on the public education of African-Americans in Alabama from 1865 to 1930. Although no specific section is devoted to women and only limited discussion on higher education occurs, the volume presents a thoughtful analysis of the nature and intent of publicly-funded education for African-Americans during this period. This volume was reprinted by Octagon in 1969.

43. **Boone, Richard Gause. Education in the United States; Its History from the Earliest Settlements. International Education Ser. XI. New York: Appleton, 1889. 402p., illus., index.**

This late nineteenth-century history of education in the United States begins with the colonial period. Separate chapters on "Education in the South" and "The Higher Education of Women" are included as well as brief discussions of colonial education in the South and the education of girls during the Revolutionary War.

44. **Bowie, Walter, Russell. Sunrise in the South: The Life of Mary-Cooke Branch Munford. Richmond: William Byrd, 1942. 185p., illus.**

This biography traces the life of an important crusader from her birth at the end of the Civil War to her death in 1938. Her commitment to the interests of women and to the improvement of public schooling are described. Denied a college education herself, she led a largely unsuccessful drive to open the University of Virginia to women students in the first decades of the 1900s.

45. **Bowles, Frank and Frank A. DeCosta. Between Two Worlds, a Profile of Negro Higher Education. New York: McGraw-Hill, 1971. 326p., illus., biblio., append., index.**

This volume examines the history and the role of "historically Negro colleges" in the United States from pre-Civil War times to the late 1960s. Their status relative to other schools and their financial position are reviewed. Their student bodies (including women students), their aspirations and their achievements are discussed. Profiles of six colleges are included; four of which are located in the South: Miles College (AL), Morehouse College (GA), Tuskegee Institute (AL), and West Virginia State College.

46. **Brackett, Anna C., ed. Education of American Girls. New York: Putnam's, 1874. 401p., append.**

This collection of essays by female educators discusses the education of women in the United States. Written in the latter half of the nineteenth century, it presents then-held beliefs as to why women needed a formal education and of what that education should consist. Individual chapters on a select number of Midwestern and Eastern institutions of higher learning are included as well as one comparing the education of American and English girls and one concerning female education in Germany.

47. **Brawley, Benjamin Griffith. History of Morehouse College, Written on the Authority of the Board of Trustees. Atlanta: Morehouse College, 1917. 218p., illus., biblio.**

This institutional history traces the origin and development of Morehouse College (GA) from its establishment in 1867 as the Augusta Institute for the Education of Freedmen. Women as members of the faculty and the administration are discussed in the text. The work was reprinted by McGrath in 1970.

48. **Brawley, James P. Two Centuries of Methodist Concern: Bondage, Freedom and Education of Black People. New York: Vantage, 1974. 606p., illus., append., biblio., index.**

This history of those African-American institutions in the United States which grew out of efforts of the Methodist Episcopal Church begins with the issue of slavery and the Church's early struggle with it. The author reviews the establishment of the Freedmen's Aid Society after the Civil War and the founding and development of educational institutions up into the 1960s. Individual historical accounts of many institutions are given. The education of African-American women is included in these as well as in a separate chapter entitled, "Methodist Women and Education for Negro Women."

49. **Bullock, Henry Allen. A History of Negro Education in the South from 1619 to the Present. Cambridge: Harvard University Press, 1967. 339p., illus., notes, index.**

This study traces the development of educational opportunities for African-Americans in the South and how these facilitated the desegregation movement. The establishment of colleges and universities, including their leadership, funding and curriculum, are discussed. Useful background information concerning collegiate education for African-American women is provided.

50. **Burr, Virginia Ingraham. The Secret Eye: The Journal of Ella Gertrude Clanton, 1848-1889. See Thomas, Ella Gertrude as listed in this section.**

51. **Butcher, Patricia Smith. Education for Equality: Women's Rights Periodicals and Women's Higher Education, 1849-1920. Contributions in Women's Studies 111. New York: Greenwood, 1989. 110p., biblio., index.**

This study examines a sample of 11 titles of women's rights papers which report on a variety of topics, including advances in higher education. The sample is geographically diverse, including five years (1888-1893) of Woman's Chronicle from Little Rock, Arkansas. The resulting discussion addresses such issues as the purpose of women's education, coeducation, women as teachers, professional and graduate education of women, and the relationship between women's higher education and the women's rights movement.

52. **Butler, Nicholas Murray, ed. Education in the United States. New York: American, 1910. 1068p., illus., index.**

Written at the beginning of the twentieth century by the President of Columbia University, this work reviews the state of education in the United States from kindergarten through university, including professional and technical training. It includes a separate chapter on the higher education of women which discusses coeducation, independent colleges for women, professional education, and a number of general considerations such as health, marriage rates, etc.

53. **Caliver, Ambrose. A Personnel Study of Negro College Students: A Study of the Relations between Certain Background Factors of Negro College Students and their Subsequent Careers in College. Diss., Columbia University, 1931. Contributions to Education 484. New York: Teachers College, Columbia University Press, 1931. 146p., illus., append., biblio.**

This study assesses the relationship between students' social, economic, and educational backgrounds and their activities and performance in college. It is based, in part, on a three-year survey (1926-1928) of Fisk University's entering students. Some gender and regional differences are discussed.

54. **Campbell, Doak Sheridan. Problems in the Education of College Women: A Study of Women Graduates of Southern Colleges. Division of Surveys and Field Studies 6. Nashville: George Peabody College for Teachers, 1933. 79p., illus., append.**

In an attempt to improve college curricula for women, this study records and evaluates the experiences and interests of 1500 female graduates of Southern colleges in the areas of homemaking, vocations, and avocations. It is based on a questionnaire sent to 1920 and 1925 graduates of both coed and women's colleges. A list of their common concerns is drawn up for consideration in future curriculum revision. Information collected from their responses is tabulated in the appendices.

55. **Campbell, Doak Sheridan. A University in Transition. Florida State University Studies 40. Tallahassee: Florida State University Press, 1964. 132p., append.**

A history of Florida State University from 1941 to 1957, this book covers the period during which the institution grew from a college for women to a coeducational university. Detailed information for both institutions is given concerning the physical plant, the administration, the faculty composition, finances, and the student body. A chapter is devoted to describing the transition from a women's college to a coed institution.

56. Carnegie Commission on Higher Education. Opportunities for Women in Higher Education; their Current Participation, Prospects for the Future, and Recommendations for Action. New York: McGraw-Hill, 1973. 282p., illus., append., biblio.

This report reviews the position of women in higher education and recommends changes necessary to ensure them equal opportunity in the field. Women as students, faculty, administrators, and non-faculty academic employees throughout the nation are included.

57. Carter, Dan T. Southern Women in the Recent Educational Movement in the South. See Mayo, Amory Dwight as listed in this section.

58. Censer, Jane Turner. North Carolina Planters and Their Children: 1800-1860. Baton Rouge: Louisiana State University Press, 1984. 191p., illus., append., biblio., index.

This study concerns the home and family life of planters owning 70 or more slaves in 1830. In an attempt to penetrate the planters' social and cultural world, the author focuses on the socialization of children, the creation of new families through courtship and marriage, and the transfer of property between generations. The education of daughters as children and as young women is discussed in the text.

59. Clark, Felton G. The Control of State-Supported Teacher-Training Programs for Negroes. Contributions to Education 605. New York: Teachers College, Columbia University, 1934. 113p., illus., append., biblio.

This study seeks to ascertain and evaluate plans of control for state-supported teacher-training institutions for African-Americans. It then recommends the most desirable scheme for the future. Twenty-nine institutions are studied, including land grant colleges, state teachers' colleges, state normal schools, and liberal arts colleges. Most of these are located in the South. No specific mention is made of women.

60. **Clinton, Catherine. The Plantation Mistress: Woman's World in the Old South. New York: Pantheon, 1982. 331p., illus., append., notes, biblio., index.**

This study of the plantation mistress in the American South between 1780 and 1835 focuses on plantations with 20 or more slaves in the seven seaboard states. As a counterpoint to the vast literature on the Southern planter, the book documents women's actual lives, including their responsibilities, expectations, and personal relations both within white and African-American society. Traditions, customs, and training affecting young Southern women of the planter class are discussed.

61. **Cohen, Hennig, ed. A Barhamville Miscellany: Notes and Documents Concerning the South Carolina Female Collegiate Institute, 1826-1865. Columbia: University of South Carolina Press, 1956. 72p., illus., index.**

This short work documents the history of an important antebellum female seminary. Founded in 1826, the school educated a number of young women before the end of the Civil War.

62. **Colton, Elizabeth Avery. The Various Types of Southern Colleges for Women. See Part IV-Essays and Articles.**

63. **Conklin, Nancy Faires, Brenda McCallum, and Marcia Wade. The Culture of Southern Black Women: Approaches and Materials. Tuscaloosa: University of Alabama, 1983. 176p.**

This curriculum guide, the result of three years of collaboration guided by the Southern Black Women's Project, brings together methods and materials for teaching about the traditional culture of Southern African-American women. Their identity, roles, and cultural expressions are all discussed. A section describing the methods and techniques for doing primary research and one detailing the available resources are included.

64. Copeland, J. Isaac. Democracy in the Old South and Other Essays. See Green, Fletcher Melvin in this section.

65. Cooper, Anna Julia. A Voice from the South, by a Black Woman of the South. Xenia: Aldine, 1892. 304p., illus.

This volume represents the thoughts of an African-American woman in the late 1800s covering topics important to African-Americans and especially women in the American South. Chapter Two addresses the higher education of women. This book has recently been reprinted in paperback by Oxford University Press. Several of the articles appear in **Black Women in United States History** series published by Carlson in 1990.

66. Cornelius, Roberta D. The History of Randolph-Macon Woman's College from the Founding in 1891 through the year 1949-1950. Chapel Hill: University of North Carolina Press, 1951. 428p., illus., notes, index.

Written for the College's Fiftieth anniversary, this work records the history, achievements and contributions of a pioneer in the higher education of Southern women. It is organized chronologically by the institution's different administrations. The study includes general information on women's higher education as well as details specific to Randolph-Macon.

67. Coulter, E. Merton. College Life in the Old South. New York: Macmillan, 1928. 381p., illus., biblio., index.

This volume portrays university's life during antebellum times. Using the University of Georgia as an example, the author traces its development and describes its student body and organizations, the role and responsibilities of the faculty, its complex ties with the surrounding community, and its relationship to the state. The final chapters describe the University during the Civil War and the post-Civil War years. Although there are only scattered references to women, the work is very useful for its insights into higher education in the South at that time.

68. Crawford, Mary Caroline. The College Girl of America and the Institutions Which Make Her What She Is. Boston: Page, 1904. 319p., illus., index.

This turn-of-the-century account of the American college girl is divided into portraits of individual institutions in the belief that different social and intellectual atmospheres produce different graduates. Although the Northeast is most heavily represented, several women's colleges of the South are included. A chapter is devoted to Randolph-Macon Woman's College (VA). Another includes Sophie Newcomb College (LA) as well as mention of other similar institutions, such as Hollins Institute (VA), Shorter College (GA), Agnes Scott (GA), and several Southern state universities with "provisions" for female students.

69. Crow, Jeffrey J. and Larry E. Tise, eds. The Southern Experience in the American Revolution. Chapel Hill: University of North Carolina Press, 1978. 310p., illus., index.

This volume contains nine papers resulting from a symposium in 1975 entitled "The Experience of Revolution in North Carolina and the South." One paper outlines the patterns of women's lives in the South prior to the war and attempts to assess how the Revolution affected them afterwards. Although education is only briefly mentioned, this broad discussion provides important background information.

70. Crowson, E. Thomas. The Winthrop Story, 1886-1960. Baltimore: Gateway, 1987. 559p., illus., index.

This detailed account of Winthrop College, which was founded on Calvinist doctrine, relates the history not only of an institution but of educational rebirth in South Carolina after the Civil War. Initially founded with money from the Peabody Educational Fund as a teacher training school for girls, its growth to a full-fledged women's college is described.

71. Cuthbert, Marion Vera. Education and Marginality: A Study of the Negro Woman College Graduate. Diss., Columbia University, 1942. New York: American Book-Stratford, 1942. 167p., illus., biblio.

This study explores the effect of the college experience on the lives of a number of African-American women. It uses material available from the Johnson study of African-American college graduates and responses received from two of its own questionnaires sent to both graduates and non-graduates. Of the 172 female college graduate respondents, 99 attended Southern schools. Background, motive for going to college, work life, personal life, and relationship with family and others after college are all studied. Recommendations are made for improving the position of these graduates both within the African-American and the broader communities.

72. **Dabney, Charles William. Universal Education in the South. Chapel Hill: University of North Carolina Press, 1936. 2 vol., illus., append., biblio., index.**

This history of education in the South covers the period from the late 1700s to the 1930s. Chapters are divided among important issues or themes, prominent figures and organizations, and the historical development of each state. Although no specific chapter is devoted to the education of women, the topic arises in the state histories, the chapter on teacher training, and in discussions of educators and educational institutions. Volume One covers colonial days to 1900. Volume Two focuses on 1900 to 1936.

73. **Dabney, Virginius. Liberalism in the South. Chapel Hill: University of North Carolina Press, 1932. 456p., biblio., index.**

This examination of "liberal movements" in the Southern states from the American Revolution to the early 1930s covers politics, education, religion, industry, writing, race, and women's rights. The development of education in the South is discussed under four separate chronological headings and specific reference to women and education occurs in the chapter on "The Emancipation of Women." This book was reprinted by AMS Press in 1970.

74. **Dabney, Virginius. Mr. Jefferson's University: A History. Charlottesville: University Press of Virginia, 1981. 642p., illus., append., biblio., index.**

This volume traces the history of the University of Virginia from its founding in 1825 by Thomas Jefferson into the 1970s. Discussions concerning the admission of women as early as the late 1800s and their final entrance as freshman in 1970 are included.

75. **Dall, Caroline Wells Healey. The College, the Market, and the Court; or Woman's Relation to Education, Labor, and Law. 2nd memorial ed. Boston: n.p., 1914. 511p., illus., append., index.**

This volume contains published lectures "concerning women" by a prominent crusader for women's rights and other social causes in the 1800s. Women's right to an education and to a choice of vocation are defended.

76. **Davis, Richard Beale. Intellectual Life in the Colonial South, 1585-1763. 1st ed. Knoxville: University of Tennessee Press, 1978. 3 vol., illus., index.**

This study is a detailed account of intellectual life in the five provinces of the South Atlantic region known as the Colonial South. The work includes a chapter on institutional and individual formal education and a subsection on Southern interest in colleges and universities. Although much of the discussion concerns men and boys, there are references to the lives of female tutors and their students and to the practice of sending girls to finishing schools or academies (often abroad).

77. **Dean, Pamela. Women on the Hill: A History of Women at the University of North Carolina. Chapel Hill: University of North Carolina Press, 1987. 29p., illus.**

This short history was printed on the occasion of the dedication of the Katherine Kennedy Carmichael Residence Hall in November 1987. It begins with the first admission of women as students to the University of North Carolina in 1897 and relates the experiences they encountered in their attempts to be accepted as students, teachers, and administrators in the 90 years that followed.

78. **DeCosta, Frank A. Between Two Worlds, A Profile of Negro Higher Education. See Bowles, Frank in this section.**

79. **DeVane, William C. Higher Education in Twentieth-Century America. Library of Congress Series in American Civilization. Ed. Ralph Henry Gabriel. Cambridge: Harvard University Press, 1965. 211p., biblio., index.**

This volume is an attempt to identify and evaluate major movements and trends in American higher education since the beginning of the twentieth-century. Some discussion of women's colleges and women's issues occurs in the text, although no specific chapter has been devoted to them.

80. **Dillman, Caroline Matheny, ed. Southern Women. New York: Hemisphere, 1988. 226p., illus., index.**

This collection is about both African-American and white Southern women of all socioeconomic classes. Following a review of the current and historical literature, it focuses on a variety of topics spanning pre- and post-Civil War times.

Education is addressed briefly under a discussion of the Southern lady and in the chapter "Growing Up Female, White and Southern in the 1850s and 1860s."

81. **Dixon, Brandt V. B. A Brief History of H. Sophie Newcomb Memorial College, 1887-1919: A Personal Reminiscence. New Orleans: Hauser, 1928. 200p., illus.**

Written by the first President of Newcomb, this book discusses the early history of the College---Josephine Louise Newcomb and her part in the establishment of the College, the early faculty and staff, the first campus, the curricula, and the high school.

82. **Drake, William Earle. Higher Education in North Carolina before 1860. New York: Carlton, 1964. 283p., illus., biblio.**

This work is concerned with the founding and growth of early colleges in North Carolina, including the study of life on campus and in the classroom. Beginning with the colonial period, it reviews the founding of the University of North Carolina, the role of denominationalism in higher education, the domination of the curriculum by classical interests, the antebellum college student, and the issue of higher education for women. A chapter is devoted to the latter, describing the overall lack of interest in women's education during the antebellum period and its growth thereafter.

83. **Dyer, John P. Tulane: The Biography of a University, 1834-1965. New York: Harper and Row, 1966. 370p., illus., append., index.**

This study traces an institution's history from the initial proposal by Paul Tulane for the promotion of education in the city of New Orleans through the take-over of the University of Louisiana, its opening as Tulane University of New Orleans in 1834, and its subsequent years of growth and change to a nationally-known institution. The history of Sophie Newcomb College is included in the text with a chapter devoted to "Newcomb of the Nineties."

84. **Dyer, Thomas. To Raise Myself A Little: The Diaries and Letters of Jennie, a Georgia Teacher, 1851-1886. See Lines, Amelia Akehurst in this section.**

85. **Dyer, Thomas G. The University of Georgia: A Bicentennial History, 1785-1985. Athens: University of Georgia Press, 1985. 435p., illus., notes, index.**

Commissioned by the University, this volume surveys its 200-year history within the larger context of the state and the South. The higher education of women is included from the founding of the Georgia Normal and Industrial College for women in 1889 to the admission of women as students on the Athens campus in the early 1920s, and their finally joining the faculty in other than traditional female fields in the late 1920s. Their restricted position on campus and the demonstrations in the late 1960s demanding "coed equality" are outlined.

86. **Edmonds, Ronald R. Black Colleges in America: Challenge, Development, Survival. See Willie, Charles V. in this section.**

87. **Eisenhart, Margaret A. Educated in Romance: Women, Achievement and College Culture. See Holland, Dorothy C. in this section.**

88. **Faragher, John Mack and Florence Howe, eds. Women and Higher Education in American History: Essays from the Mount Holyoke College Sesquicentennial Symposia. New York: Norton, 1988. 220p., index.**

These papers review and discuss the history and future of women's higher education in the U.S., including the role of women's colleges, coeducation, the impact of women's liberation, and the lives and work patterns of college graduates. The education of African-American women in both the nineteenth and twentieth centuries is treated in separate chapters as are the works of Alice Mary Baldwin and Lucy Sprague Mitchell. Ruth Schmidt writes about Southern women's colleges in her discussion of the future of women's colleges.

89. **Feldman, Saul D. Escape from the Doll's House: Women in Graduate and Professional School Education. New York: McGraw-Hill, 1974. 208p., illus., biblio., append., index.**

Making use of data collected by the Carnegie Commission in its 1969 National Survey of Faculty and Student Opinion, this report focuses on the training of women in graduate and professional schools, their experiences, especially with respect to faculty and other students, their self-images, and their career expectations. Considerable data are cited to substantiate the existence of sex-based inequalities in graduate education. Scattered references to Southern institutions appear.

90. **Fitcher, Joseph. Graduates of Predominately Negro Colleges: Class of 1964. Public Health Service Pub. 1571. Washington: GPO, 1967. 262p., illus., append.**

Based on a representative sample of 1964 African-American graduates from 50 historically Black colleges in the South, this study conducted by the National Opinion Research Center attempts to answer many questions concerning their backgrounds, career expectations, and preparation. A chapter is devoted to the aspirations and career paths of women. A list of participating schools appears in the Appendix.

91. **Flexner, Eleanor. Century of Struggle: The Woman's Rights Movement in the United States. Rev. ed. Cambridge: Belknap-Harvard University Press, 1975. 405p., illus., notes, index.**

This account of the women's rights movement in the United States traces the position of American women from the 1700s to the passage of the women's suffrage amendment in the 1920s. A brief discussion of outstanding events is summarized in a concluding chapter. The revised edition updates the account since its original 1959 publication without extending it. The education of women is focused on in a chapter devoted to early "Steps Toward Equal Education." The volume is important as an overview of the larger struggle of which women's education is a part.

92. **Florida State University. Research Council. Education in Florida, Past and Present. Florida State University Studies 15. Tallahassee: 1954. 182p., illus.**

This review of the development of education in Florida covers the period from the establishment of the first English school in Spanish St. Augustine in 1805 to the mid-1950s. Although there is no specific chapter on women, their role is discussed in the text especially with respect to teacher training and performance and the development of schools for young children (preschool and kindergarten). Also mentioned is the role of women in adult education and on Florida school boards.

93. **Folmsbee, Stanley J. To Foster Knowledge: A History of the University of Tennessee, 1794-1970. See Montgomery, James Riley in this section.**

94. **Foner, Philip S. and Josephine F. Pacheco. Three Who Dared: Prudence Crandall, Margaret Douglass, and Myrtilla Miner--Champions of Antebellum Black Education. Contribution on Women's Studies 47. Westport: Greenwood, 1984. 234p., biblio., index.**

The lives of three antebellum women who established schools for the education of African-American children are related in this volume. The experiences of Douglass who established a school for free children in Virginia and her subsequent jailing reveal much about the great difficulty such educators faced at this time.

95. **Forten, Charlotte L. The Journal of Charlotte L. Forten. New York: Dryden, 1953. 248p., illus., notes, index.**

This journal tells the story of an African-American woman during the years 1854 to 1864. Born and educated in the North, she fought for the welfare of her race as a student, teacher, and social reformer both in the North and on the Sea Islands of the South.

96. **Fosdick, Raymond B. Adventure in Giving: The Story of the General Education Board, A Foundation Established by John D. Rockefeller. New York: Harper and Row, 1962. 369p., illus., append., notes, index.**

This history covers the period from the founding of the Rockefeller Education Board in 1902 to the last expenditure of funds in 1960. Its commitment to furthering education, especially in the South, included investments benefitting both African-Americans and whites, in urban and rural settings, from elementary school through college. Its funds and the directions it supported are described as an integral part of the history of Southern education in the twentieth century.

97. **Foster, Sarah Jane. Sarah Jane Foster: Teacher of the Freedmen, a Diary and Letters. Ed. Wayne E. Reilly. Charlottesville: University Press of Virginia, 1990. 242p., illus., biblio., index.**

These writings are of a Northern educator and social reformer who worked with former slaves in the South after the Civil War. Her stay in West Virginia, her idealistic commitment to the advancement of African-Americans, and the costs of that commitment are all told.

98. **Frankfort, Roberta. Collegiate Women: Domesticity and Career in Turn-of-the-Century America. Diss., New York University, 1977. New York: New York University Press, 1977. 121p., illus., append., index.**

This study looks at notions of domesticity and career held by nineteenth- and twentieth-century educated women and institutions of higher learning. Identifying these two notions as initially polarized in the thinking of many, the study traces how they became partially reconciled and how new careers for women such as social work helped to bridge the gap. The focus is on Northeastern women's colleges and those individuals instrumental in them. A chapter on the Association of Collegiate Alumnae examines the above conclusions within the wider national arena.

99. **Fraser, Walter J., Jr., R. Frank Saunders, Jr., and Jon L. Wakelyn, eds. The Web of Southern Social Relations: Women, Family, and Education. Athens: University of Georgia Press, 1985. 257p., index.**

This volume contains a collection of essays presented during a two-day "Symposium on the South: Education, Family and Women" at Georgia Southern College in 1984. It includes discussions of Southern female academies as extensions of the family setting, women's involvement in educational reform as part of their efforts for greater independence, African-American schooling during Reconstruction, and a historiographical survey of higher education in the South since the Civil War.

100. **Friedlander, Amy. Southern Women in the Recent Educational Movment in the South. See Mayo, Amory Dwight in this section.**

101. **Friedman, Jean E. The Enclosed Garden: Women and Community in the Evangelical South, 1830-1900. Chapel Hill: University of North Carolina Press, 1985. 180p., illus., append., notes, biblio., index.**

This study focuses on community and its effect on the role and identity of African-American and white women in the nineteenth-century South. It traces the ways in which the rural evangelical kinship system resisted change. The impact of family and community on women's education and the extent to which schools were extensions of those units are described.

102. Gabriel, Ralph Henry. Higher Education in Twentieth-Century America. See DeVane, William C. in this section.

103. Galambos, Eva C. College Women and the Job Market in the South, 1980. Atlanta: Southern Regional Education Board, 1976. 26p., illus., notes, append.

Using findings of a 1975 Southern Regional Education Board study on the employment outlook in the South for college graduates, this report projects the availability of women graduates and occupational openings in 1980. Suggestions are made as to which fields will offer the most and least favorable opportunities for women based primarily on historic representation and market outlook. Some historical data are included on the proportion of females with bachelor degrees in selected fields (U.S.) and the market-ready supply (all students and women students) by fields of study in the Southern region.

104. Gardner, Robert G. On the Hill: The Story of Shorter College. Rome: Shorter College, 1972. 476p., illus., index.

This institutional history covers the period 1873 to 1973, tracing the school's beginning as a Baptist-owned female college in the ashes of the Civil War to its current coeducational standing today. An effort has been made to include all notable events, as well as many faculty, administrators, and alumnae.

105. Gaston, Paul M. Women of Fairhope. Mercer University Lamar Memorial Lectures 25. Athens: University of Georgia Press, 1984. 143p., notes, index.

This study focuses on several women from the community of Fairhope (AL) founded in 1894 on the principle of "cooperative individualism." One of them is Marietta Johnson, an innovative inspiring educator and founder of the "organic school." Her school, the success of her students, her national reputation, and the formation of the Progressive Education Association are all described.

106. Gee, Wilson. Research Barriers in the South. New York: Century, 1932. 192p., illus., append., index.

This 1931 study by the Southern Regional Committee of the Social Science Research Council investigates the barriers in Southern higher education to its full participation in social science research. A sample of 99 colleges and universities is analyzed, 42 from the South. Among them are five women's colleges---Agnes Scott (GA), Converse (SC), Randolph-Macon Woman's (VA), Sweet Briar (VA), and Wesleyan (GA). Data on salaries, teaching loads, and administrative attitudes towards research are presented. The birth places of notable social scientists in Who's Who in America (1930-31) are also ascertained. Recommendations are made to encourage more research activity in the future.

107. Genealogical Enterprises. Some Records of Wesleyan Female College, Appleton Church Home and Pio Nono College of Macon Georgia. Morrow: n.p., 1969. 18p.

These records are of the early days of a Georgia college beginning with its opening by Methodists in 1836 and continuing to 1870. Faculty and class lists with some information about the staff and the graduates are included.

108. George Peabody College for Teachers. Division of Surveys and Field Services. Public Higher Education in South Carolina. A Survey Report. Nashville: 1946. 437p., index.

A survey of state-supported institutions of higher learning in South Carolina, this study was conducted in response to the state's goal of a system of coordinated higher education. Attention is given to all aspects of the institutions---the administration, the physical plant, curricula and instructional programs, faculty and student personnel, financial aid, library services, etc. Winthrop College, the woman's college of the state, is among those surveyed.

109. Godbold, Albea. The Church College of the Old South. Durham: Duke University Press, 1944. 221p., append., biblio., index.

This study concerns the origin and early history of church-affiliated colleges in Virginia, North and South Carolina, and Georgia. It includes an appraisal of each college and a discussion of the role of religious denominations in education. The relationship between these institutions and the state universities is outlined. The commitment of the churches to the education of women is emphasized.

110. Goodenow, Ronald K. and Arthur O. White, eds. Education and the Rise of the New South. Boston: Hall, 1981. 303p., index.

This collection of papers concerning Southern educational history covers the period from the start of the Civil War to the end of World War II. It begins with ex-slaves and the rise of universal education and traces the emergence of the region's post-Civil War educational system. Important here are Amy Friedlander's essay "A More Perfect Christian Womanhood: Higher Learning for a New South" and the historiographical essay that closes the book.

111. Goodsell, Willystine. The Education of Women: Its Social Background and its Problems. New York: Macmillan, 1923. 378p., append., index.

Calling the twentieth century "the age of the woman," this well-known study addresses some of the issues surrounding women's education at the time of its writing. Among these are college women and the marriage rate, sex-differentiated education, cultural versus vocational education, women's health and morals in education, and the values of education. Problems are identified and potential outcomes suggested.

112. Goodsell, Willystine, ed. Pioneers of Women's Education in the United States: Emma Willard, Catherine Beecher, Mary Lyon. New York, McGraw-Hill, 1931. 311p., index.

This often-cited history brings together the biographies and selections from significant writings of three women---Emma Willard, Catherine Beecher, and Mary Lyon. Although their work was not in the South, they were a part of the larger national effort in which the South was situated. This volume was reprinted in 1970 by AMS Press.

113. Gordon, Lynn D. Gender and Higher Education in the Progressive Era. New Haven: Yale University Press, 1990. 258p., illus., notes, biblio., index.

This is an analysis of those women who attended colleges and universities from 1890 to 1920 and the influence they had on their institutions and on educational history. Using college yearbooks, literary magazines, newspapers, and other sources, the author relates these women's experiences, concentrating on the broader social context as well as on the dynamics of campus life. The focus is on five institutions, including Sophie Newcomb (LA) and Agnes Scott (GA).

114. **Graham, Patricia Albjerg. Community and Class in American Education, 1865-1918. Studies in the History of American Education Ser. New York: Wiley, 1974. 256p., biblio., index.**

This look at American education between 1865 and 1918 focuses on four separate communities, one of which is Butler County, Alabama. A predominately rural settlement, Butler provides a good example of the problems education faced in the Deep South after the Civil War. Although the focus is primarily on secondary education, several "collegiate" institutions are mentioned. Educational opportunities and expectations for both sexes are discussed. An introductory outline of the status of education in the state during this period is included.

115. **Green, Fletcher Melvin. Democracy in the Old South and Other Essays. Ed. J. Isaac Copeland. Nashville: Vanderbilt University Press, 1969. 322p., illus., index.**

This collection of essays written over three decades covers a great variety of topics. Among them is one entitled the "Higher Education of Women in the South Prior to 1860." A descriptive history, it begins with the academies of the 1700s and outlines the difficulties encountered and the forces at work both for and against women's education at that time. The roles of the state, religious denominations, and fraternal organizations such as the Masons and I.O.O.F. are discussed. The eventual opening of female colleges, their close association with teacher training, and the development of public schools are outlined.

116. **Greene, Lee Seifert. To Foster Knowledge: A History of the University of Tennessee, 1794-1970. See Montgomery, James Riley in this section.**

117. **Griffin, Frances. Less Time for Meddling: A History of Salem Academy and College, 1772-1866. Winston-Salem: Blair, 1979. 311p., illus., notes, biblio., index.**

This institution's history is traced from its opening as a school by the Moravian Church to its incorporation by the General Assembly of the State of North

Carolina. The major figures involved in its administration as well as the social and academic life of the school are presented. It provides a good example of the role of churches in female education during this time.

118. **Griffith, Helen. Dauntless in Mississippi; the Life of Sarah A. Dickey, 1838-1904. 2nd ed. South Hadley: Dinosaur, 1966. 174p., illus., index.**

A Northern white and an 1869 graduate of Mount Holyoke, Sarah A. Dickey was the founder of Mount Hermon Seminary, a school initially for girls and later for girls and boys of African-American descent. This biography tells of her life, particularly her work as a teacher in Mississippi (1875-1896). It was reprinted by Zenger in 1978.

119. **Grimke, Charlotte Forten. The Journals of Charlotte Forten Grimke. Ed. Brenda Stevenson. Oxford: Oxford University Press, 1988. 609p., notes.**

Divided into five journals, this volume documents the life of a Northern woman of African-American descent in the period spanning the Civil War from 1854 to 1892. Her dedication to teaching and racial equality, especially on the Sea Islands of South Carolina, is recorded. An extensive chronology of her life and a guide to the people in her journals are included.

120. **Guy-Sheftall, Beverly and Jo M. Stewart. Spelman: A Centennial Celebration, 1881-1981. Atlanta: Spelman College, 1981. 120p., illus., biblio.**

This book is a pictorial history of the nation's oldest liberal arts college for African-American women. Chronologically organized, the book begins with founders, Sophia B. Packard and Harriet E. Giles, and the school's 1881 opening in the basement of an Atlanta Church. Significant events over the last century leading to its prestigious position among private colleges today are outlined. The achievements of some of its women are highlighted.

121. **Hagood, Margaret Jarman. Mothers of the South; Portraiture of the White Tenant Farm Woman. Chapel Hill: University of North Carolina Press, 1939. 252p., index.**

This volume focuses on farm tenant women of the rural South. As part of a larger study by the Institute of Research in Social Science at the University of North Carolina, it examines the Piedmont section of the state, comparing it with other regions of the Deep South. Comments by women on education, their attitudes towards it, and experiences with it are recorded, providing useful background information.

122. **Hall, Jacquelyn Dowd. Revolt Against Chivalry: Jessie Daniel Ames and the Women's Campaign Against Lynching. Diss., Columbia University, 1974. New York: Columbia University Press, 1979. 373p., illus., notes, biblio., index.**

This biography of Jesse Daniel Ames (1883-1972), a Texas suffragist, traces her life and the women's campaign against lynching in the twentieth-century South. The role of Ames' private experiences---including family and education---in her public commitment to "woman as citizen and social reformer" are described.

123. **Hamilton, Frances Dew and Elizabeth Crabtree Wells. Daughters of the Dream: Judson College, 1838-1988. Marion: Judson College, 1989. 344 p., illus., biblio., index.**

The Judson Female Institute was established in 1838. Its first president, Milo Jewett, later became President of Vassar College. Judson distinguished itself as a leader among Baptist schools for women, becoming a college in 1904. This book traces Judson's history throughout a century and a half.

124. **Harris, Barbara J. Beyond Her Sphere: Women and the Professions in American History. Contributions in Women's Studies 4. Westport: Greenwood, 1978. 212p., biblio., index.**

This study of the position and role of women in Western society focuses "on those aspects of women's history that bear directly on the experience of females with professional and intellectual aspirations." The South is not discussed after the colonial period. Insights into professionalism which may be useful in research on the higher education of women in the South are offered.

125. **Harris, Mary Emma. The Arts at Black Mountain College. Cambridge: MIT Press, 1987. 315p., illus., notes, biblio., index.**

This well-illustrated volume relates the history of Black Mountain College (NC).

Founded in 1933 as an experimental college in the fine arts, its successes and failures, including its eventual closing in 1962, are recorded. Information on the education of a number of women artists is given. Among these artists are Anni Albers, Karen Karnes, and Elaine de Kooning.

126. **Hawks, Joanne V. and Sheila L. Skemp, eds. Sex, Race, and the Role of Women in the South. Jackson: University Press of Mississippi, 1983. 140p., notes.**

These collected papers from the Eighth Annual Chancellor's Symposium on Southern History focus on the experience of Southern women from several different perspectives. Although little mention is made of higher education, the volume contributes to an overall understanding of women's changing position in Southern society. Especially useful are Scott's work on "Historical Construction of Southern Women" and the bibliographical essay.

127. **Hayes, Harriet. College-Operated Residence Halls for Women Students in 125 Colleges and Universities. New York: Teachers College, Columbia University, 1932. 39p., illus.**

Based on a survey of 125 institutions, this study brings together information on the administration of college women's residence halls in the United States. A general picture is created of their staffing, the size, arrangement of space, charges, service features, etc. A list of participants in the study includes a number of Southern schools.

128. **Heatwole, Cornelius J. A History of Education in Virginia. New York: MacMillan, 1916. 382p., illus., biblio., index.**

This history begins with a discussion of educational influences from England and traces the development of education in Virginia from colonial times to the beginning of the twentieth century. It includes the rise of elementary schools, state-support of public education, academies, and the development of higher education in the state. A chapter is devoted to higher education for women.

129. **Heintze, Michael R. Private Black Colleges in Texas, 1865-1954. College Station: Texas A&M University Press, 1985. 211p., illus., biblio., index.**

This study of primarily church-related African-American colleges in Texas traces their history as important sources of advancement through most of the century following the Civil War. The early years of a number of individual schools are outlined. Separate chapters cover changing administration and faculty, the curriculum (including the debate between classical and vocational instruction), continuous financial uncertainty, and student life. Although no specific section is devoted to women, they had an important place in these institutions as well.

130. **Hill, Samuel S., ed. Religion in the Southern States: A Historical Study. Macon: Mercer University Press, 1983. 423p.**

Part of the larger publication project of the Encyclopedia of Religion in the South, this facsimile consists of 16 state religious histories. The influence of religion and its impact on life in the states, including education, are covered. A historical survey essay concludes the volume.

131. **Hill, Walter B. College Life in the Reconstruction South: Walter B. Hill's Student Correspondence, University of Georgia, 1869-1871. Ed. G. Ray Mathis. Athens: University of Georgia Press, 1974. 265p., illus., index.**

This collection of letters from Walter B. Hill, a successful attorney and chancellor at the University of Georgia, was written to his family while he was a student from 1868-1871. Published as an account of life and its challenges during Reconstruction, the letters make scattered references to women at the University and in Athens.

132. **Hine, Darlene Clark. Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950. Bloomington: Indiana University Press, 1989. 264p., illus., biblio., index.**

This study relates the history of African-American nursing, the development of African-American hospitals and training schools, and the link of both to racism and segregation. Drawing on many varied sources, the struggle of African-American nurses to integrate their work into the mainstream of American health care is described. One chapter is devoted to nursing schools in the South and one to a case study of Flint-Goodridge in New Orleans.

133. **Hirsch, Werner Z. The Higher Education of Women: Essays in Honor of Rosemary Park. See Astin, Helen S. in this section.**

134. **Holland, Dorothy C. and Margaret A. Eisenhart. Educated in Romance: Women, Achievement and College Culture. Chicago: University of Chicago Press, 1990. 273p., illus., notes, biblio., index.**

The lives of a sample of women with strong academic records and career aspirations are followed through two Southern universities (one historically Black, the other white) and for several years after graduation (1979-1987). The fact that less than one-third of the group met their own career expectations is documented. In their changing views of themselves and responses to situations, forms of gender inequality are traced.

135. **Horowitz, Helen Lefkowitz. Alma Mater: Design and Experience in the Women's Colleges from their Nineteenth Century Beginnings to the 1930s. New York: Knopf, 1984. 420p., illus., notes, index.**

This history focuses on the development of women's colleges (primarily the Seven Sisters) and examines changes in architecture, curriculum, and campus administration. The development of student life and identity as well as professionalism among the women faculty is described. This book was reprinted by Beacon Press in 1986.

136. **Horowitz, Helen Lefkowitz. Campus Life: Undergraduate Cultures From the End of the Eighteenth Century to the Present. New York: Knopf, 1987. 330p., illus., notes, index.**

College students and campus life during the last several centuries are the focus of this study. The influence of the past, the individual reasons for attendance, and the changes of the present are all considered important in assessing how student behavior and experiences are shaped. The chapter, "College Women and Coeds," provides information on the experience of first generations of female undergraduates in the 1830s through the 1980s. Such topics as the development of sororities, political and social attitudes and activity among women students, and single-sex versus coeducational institutions are discussed. This book was reprinted by the University of Chicago in 1988.

137. **Howe, Florence. Myths of Coeducation: Selected Essays, 1964-1983. Bloomington: Indiana University Press, 1984. 306p.**

This collection of essays on women and education is written by a feminist scholar and founder of the Feminist Press. A broad range of topics is covered including nineteenth-century "myths" concerning coeducation, feminist teaching methods, the author's experiences in Mississippi Freedom schools in the 1960s, and the future of women's colleges.

138. **Howe, Florence. Women and Higher Education in American History: Essays from the Mount Holyoke College Sesquicentennial Symposia. See Faragher, John Mack in this section.**

139. **Hull, Gloria T. All the Women are White, All the Blacks are Men, But Some of Us are Brave: Black Women's Studies. See Carroll, Constance M. in Part IV-Essays and Articles.**

140. **Johnson, Charles S. The Negro College Graduate. Chapel Hill: University of North Carolina Press, 1938. 399p., illus., append., biblio., index.**

This book presents the results of a study of the records of all known college and professionally-trained African-Americans in the United States from 1826 to 1936. It includes interviews conducted in 1932 and 1936 of 5,512 such persons or approximately 13 percent of the total. A number attended schools in the South. Information on female graduates includes backgrounds, education, occupation and income, number of children, church membership, and participation in social and political activities.

141. **Jones, Maxine D. and Joe M. Richardson. Talladega College: The First Century. Tuscaloosa: University of Alabama Press, 1990. 340p., illus., notes, biblio., index.**

This is a study of an African-American liberal arts school in rural Alabama begun by freedmen and the American Missionary Association in the 1860s. Initially offering education at all levels to males and females, it became a full liberal arts college in the 1920s after which it sent an impressive array of students on to graduate and professional degrees.

142. **Keller, Rosemary Skinner, Louise L. Queen and Hilah F. Thomas, eds. Women in New Worlds: Historical Perspectives on the Wesleyan Tradition. Nashville: Abingdon, 1982. 2 vol.**

This collection of essays on women in the Wesleyan tradition is the result of the

1980 conference of the Women's History Project of the United Methodist Church. A number of essays concern the South and several are useful here, including "Women's Suffrage in the Methodist Episcopal Church, South."

143. **Knight, Edgar W., ed. A Documentary History of Education in the South Before 1860. Chapel Hill: University of North Carolina Press, 1949-53. 5 vol., index.**

This five-volume study is primarily a compilation of major documents concerning the history of education in the Confederate States from colonial times to 1860. The volumes cover the educational theory and practices of Europe that affected the Southern states, efforts by the Southern states to gain educational and cultural independence, and higher education in the South. Included under the last topic are the rise of state universities and denominational colleges, the introduction of academies, and information on state school systems, teacher education, curricula, and textbooks. Comments by the editor are included.

144. **Komarovsky, Mirra. Women in College: Shaping New Feminine Identities. New York: Basic, 1985. 355p., illus., append., biblio., index.**

Based on four years of research (1979-1983), this study examines the impact of college on women's attitudes and actions. The transition to college life and changes in student expectations from freshman to senior years, especially regarding career, marriage and motherhood, are traced. Their social lives, including interpersonal relations with men, are described. A number of quotations from the interviews are included; some discussion is given to regional and racial influences. The study was conducted within one of the Northeastern women's colleges but might be helpful to scholars interested in the role of women students in the South, as well.

145. **Lane, Mervin, ed. Black Mountain College: Sprouted Seeds: an Anthology of Personal Accounts. Knoxville: University of Tennessee Press, 1990. 346p., illus.**

This collection of essays, poems, plays, and artwork is the work of former students and faculty of Black Mountain College. A number of women are represented including Anni Albers, Peggy Loram Bailey, Mary Gregory, and Margaret Kennard Johnson.

146. **Lathrop, Virginia Terrell. Educate a Woman; Fifty Years of Life at the Woman's College of the University of North Carolina. Chapel Hill: University of North Carolina Press, 1942. 111p., illus.**

This volume is a pictorial history of the Woman's College of the University of North Carolina since its establishment in 1891-92. Originally called the State Normal and Industrial School, this institution represents North Carolina's first effort to provide formal higher education to its women through the establishment of a teacher training program. The photos offer an exceptional view of women and education during this time.

147. **Lawson, Ellen NicKenzie, comp. The Three Sarahs: Documents of Antebellum Black College Women. Studies in Women and Religion 13. New York: Mellen, 1984. 335p., illus., append.**

This story of the lives of three African-American women who obtained college educations before the Civil War describes how they dedicated themselves to Christianity and education in the American South and in Africa. Sara Stanley and Sarah Jane Woodson, both educated in the North, taught freedmen in the South from Civil War times to 1890. Sarah Margru Kinson, returned to modern-day Sierre Leone to teach. A sample of letters, speeches, etc. are included. Sketches and documents of a selected number of other antebellum African-American women complete the volume.

148. **Lebsock, Suzanne. The Free Women of Petersburg: Status and Culture in a Southern Town, 1784-1860. 1st ed. New York: Norton, 1984. 326p., notes, index.**

Using the records of this Virginia community from 1784 to 1860, this study reconstructs the changing role of women within Petersburg, Virginia. The education of girls and the life of women teachers are among the topics discussed. Petersburg Female College, Leavenworth's Female Seminary and Davidson Female College, all founded in the 1850s, are mentioned.

149. **Lerner, Gerda. The Grimke Sisters from South Carolina: Rebels against Slavery. Boston: Houghton Mifflin, 1967. 479p., illus., notes, biblio., index.**

The lives of the Grimke sisters, Southern-born abolitionists and women's rights' supporters, are told in this volume. The upheaval of their time is related through their successes and failures and that of others campaigning with them. The Grimke sisters were supporters of reform within women's education and pointed out that Southern women, in general, were educated only in order to make them more suitable wives.

150. **Levine, David O. The American College and the Culture of Aspiration, 1915-1940. Ithaca: Cornell University Press, 1986. 281p., illus., notes, biblio., index.**

This volume chronicles the pre-World War II emergence of American higher education as an important social, economic, and cultural institution in the twentieth century. Some attention is shown to the South. The growth of Emory University is used as a prototype of the urbanization and secularization of American higher education. A good analytical overview is offered of developments and attitudes in the United States with some attention given to the South.

151. **Lines, Amelia Akehurst. To Raise Myself a Little: the Diaries and Letters of Jennie, a Georgia Teacher, 1851-1886. Ed. Thomas Dyer. Athens: University of Georgia Press, 1982. 284p., illus., index.**

This account of a New York teacher transplanted to Georgia in the mid-nineteenth century provides insights into Southern education from the teacher's point of view. In terms of the higher education of women, Lines' diaries and letters are important in documenting family life and child-rearing among white middle-class Southerners who later made up the first students in colleges.

152. **Logan, John Arthur. Hollins: An Act of Faith for 125 Years. New York: Newcomen Society of North America, 1968. 28p., illus.**

This address delivered by the fifth President of the College at a Newcomen Society dinner in Roanoke, Virginia, on October 26, 1967, highlights the history of Hollins College. Particular attention is given to biographies and administrative histories of the College's presidents.

153. **Longwood College, Farmville, Va. Institute of Southern Culture. Education in the South. Ed. R.C. Simonini, Jr. Farmville: Longwood College, 1959. 120p.**

These 1959 lectures of the Institute of Southern Culture were given in recognition of the 75th Anniversary of Longwood College---Virginia's first state institution of higher learning for women. Several aspects of education in the South are discussed, including education in Virginia from colonial times, the impact of the Civil War on Southern colleges, and the later Ogden Movement. Special attention is given to Longwood College.

154. **Macdonald, James Alexander. Flora Macdonald: A History and a Message from James A. Alexander. Washington: Bryan, 1916. 32p., illus.**

This tribute is to the Scottish heroine, Flora Macdonald, in whose name a college was founded by the Scottish Society of America in 1896. An account of her life, including the five years she spent in the United States, is given. The later founding of the College, whose aim was to encourage higher education among young women from the Scottish-dominated region of North Carolina, is outlined.

155. **Margo, Robert A. Race and Schooling in the South, 1880-1950: An Economic History. Chicago: University of Chicago Press, 1990. 164p., illus., notes, biblio., index.**

Race, schooling, and labor market outcome in the American South from the late nineteenth to middle-twentieth century are considered by this study. Segregated schools, the differences in teachers' salaries, the impact of the separate-but-equal philosophy, and the exodus of African-Americans from the South are among the topics covered. Although little attention is shown to higher education, the results of the study vividly portray the significant racial differences in educational preparation. Some gender differences are also included.

156. **Mathis, G. Ray. College Life in the Reconstruction South: Walter B. Hill's Student Correspondence, University of Gerogia, 1869-1871. See Hill, Walter B. as listed in this section.**

157. Mayfield, Chris. Growing Up Southern. See Holloway, Lou in Part IV-Essays and Articles.

158. Mayo, Amory Dwight. Southern Women in the Recent Educational Movement in the South. Washington: GPO, 1892. 309p., illus.

This volume contains the personal observations of a Northern Universalist minister on his "ministry of education" to the South between 1865 and 1890. The author's opinions of women as teachers of African-Americans and whites in the South and of schools for the education of Southern white girls are given. Although there is little attention to higher education, the book is important as a document of attitudes towards the education of females. This volume was reprinted in 1978 by Louisiana State University with an introduction by Dan T. Carter and Amy Friedlander.

159. McCallum, Brenda. The Culture of Southern Black Women: Approaches and Materials. See Conklin, Nancy Faires in this chapter.

160. McClain, John Dudley. Political Profiles of Female College Students in the South: Socio-Political Attitudes, Preferences, Personality and Characteristics. Atlanta: Resurgens, 1978. 499p., illus.

This volume makes available a large amount of original data concerning Southern female college students' political attitudes, preferences, and participation in the early 1970s. The data were collected through interviews with 4,577 women at 50 colleges and universities in 11 Southern states at the time 18 year olds became eligible to vote. Personality variables and socio-demographic characteristics are included. The Southern College Student Attitude Study, its questionnaire, and coding outline are explained.

161. McEwen, Mildred Morse. Queens College: Yesterday and Today. Charlotte: Queens College Alumnae Association, 1980. 297p., append., biblio., index.

This history of a North Carolina women's college covers the period from its founding in 1857 into the 1980s. Ordered chronologically, it discusses the education of women in Charlotte before 1821, the female educational institutions that preceded and eventually became Queens College, its Presbyterian roots, and the history of the College including its merger with Chicora College. A final section of the book includes chapters on the College's trustees, faculty, administration, students, and alumnae.

162. **McGrath, Earl James. The Predominately Negro Colleges and Universities in Transition. New York: Teachers College, Columbia University, 1965. 204p., illus., append., biblio.**

Supported by the Carnegie Corporation, this study is an overview of the characteristics, needs, and prospects of predominately African-American institutions of higher education. The largest number of these institutions are in the South. Although no particular section of the study is devoted to women, there is much information on the environment in which many worked and studied.

163. **McKern, Sharon. Redneck Mothers, Good Ol' Girls, and Other Southern Belles. New York: Viking Press, 1979. 268p.**

This book contrasts the images of the stereotypical Southern belle with conversations and observations of the author. Interspersed with remarks on family and community, a number of comments on education and work reveal much about late twentieth century views on how Southern (primarily white) women are categorized by themselves and others. For example, "The Cosmic Cowgirl is a blatant Southern fraud fascinating for her mixed social aspirations. Typically, she's a Sophie Newcomb graduate who carries her own ivory-inlaid pool cue...."

164. **McKinney, John C. and Edgar T. Thompson, eds. The South in Continuity and Change. Durham: Duke University Press, 1965. 511p., illus., index.**

Written under the joint sponsorship of the Southern Sociological Society and the Center for Southern Studies, Duke University, this volume assesses the state of the region in the 1960s, reviews its past, and looks to its further integration into mainstream America in the future. Two generally useful chapters are "The Role of Higher Education in the Changing South" and "The Changing Status of the Southern Woman."

165. **McKinney, Theophilus Elisha, ed. Higher Education among Negroes: Address Delivered in Celebration of the Twenty-fifth Anniversary of the Presidency of Dr. Henry Lawrence McCrorey of Johnson C. Smith University. Charlotte: Johnson C. Smith University, 1932. 124p.**

These addresses review the preceding 25 years of African-American higher education and discuss its 1932 status, including the evaluation of policies and practices. What the future program for African-American colleges should be over the next 25 years is discussed by five prominent individuals, Mary McLeod Bethune among them.

166. **McMillan, Lewis K. Negro Higher Education in the State of South Carolina. Orangesburg: n.p., 1952. 296p., illus., append.**

This study describes and analyzes a number of African-American institutions of higher education existing in South Carolina from the end of the Civil War to the end of World War II. Divided into four parts, it includes five "nonexisting" institutions of higher learning, five junior colleges, four senior private colleges, and one senior public college. A summation and discussion of prospects for both private and public schools follow. Although no specific section is devoted to women, their participation in higher education in the state can be ascertained from the institutional reviews.

167. **McNair, Walter Edward. Lest We Forget: An Account of Agnes Scott College. Decatur: Agnes Scott College, 1983. 329p., illus., index.**

This history of Agnes Scott College covers the period from its founding in 1889 by the Presbyterian Church as an institution to promote higher learning among women to 1982, nearly a century later. Events and persons important to the evolution of the school are all included. A directory of faculty and administration follows the text.

168. **McVey, Frank Le Rond. The Gates Open Slowly; A History of Education in Kentucky. Lexington: University of Kentucky Press, 1949. 321p., append., index.**

This history of education in Kentucky from the late 1700s to the mid-1900s covers such topics as early schools and school teachers, the establishment of land-grant academies, sectarian education, the public school system and the state university, funding, teacher training, legislation, educational associations, etc. Although no specific section is devoted to women and higher education, the topic appears in the discussion of the establishment of "select schools for young ladies," female colleges such as Bowling Green, the role of the Federation of Women's Clubs in furthering education, and women's place in the state system of higher education.

169. Minnich, Elizabeth, Jean O'Barr, and Rachel Rosenfeld, eds. Reconstructing the Academy: Women's Education and Women's Studies. Chicago: University of Chicago Press, 1988. 312p., illus., index.

These essays review the traditional male-dominated academy, critiquing it, and attempting to reconstitute it to include more women and women's issues. Although references to the South are scattered, the section on "Women's Colleges and Women Achievers" is particularly useful. The essays originally appeared in various issues of Signs: Journal of Women in Culture and Society.

170. Montgomery, James Riley, Stanley J. Folmsbee and Lee Seifert Greene. To Foster Knowledge: A History of the University of Tennessee, 1794-1970. Knoxville: University of Tennessee Press, 1984. 482p., illus., append., notes, index.

This history of the University of Tennessee covers a span of 175 years in the development of a large public institution. Its predecessors are reviewed, including Bount College which enrolled women alongside men in the early 1800s. The years of the Civil War and development thereafter are traced with an emphasis on the activities and decisions of the University's leaders. The admission of women students in the 1890s after a period of absence and the place they took in the University community are described.

171. Morgan, Chester M. Dearly Bought, Deeply Treasured: The University of Southern Mississippi, 1912-1987. Jackson: University Press of Mississippi, 1987. 183p., illus.

This pictorial history begins with the founding of the Mississippi Normal College in 1910 as a teacher-training center, primarily for rural schools. Formally renamed several times, it went on to become a major state institution---the University of Southern Mississippi. The role of women is vividly portrayed throughout.

172. **Morgan, Gordon D. and Izola Preston. The Edge of Campus: A Journal of the Black Experience at the University of Arkansas. Fayetteville: University of Arkansas Press, 1990. 231p., illus., notes, index.**

This account of African-Americans at the University of Arkansas centers on the post-World War II period, although an introductory chapter mentions a brief period of attendance in the 1870s when the University first opened. It describes the often painful process of integration that began with students in 1948 and finally with faculty in 1969. Although no specific section is devoted to women, their experience is discussed as it arises in the text.

173. **Morgan, John William. The Origin and Distribution of the Graduates of the Negro Colleges of Georgia. Milledgeville: priv. print., 1940. 119p., illus., append., biblio.**

This study was motivated by concern for migration from the South of native-born African-American college graduates and potential leaders. Based largely on questionnaire responses, the graduates of 12 African-American colleges in Georgia were studied in an attempt to better understand this phenomenon. Gender differences in education and life choices made after graduation are included in the work.

174. **Morris, J. Kenneth. Elizabeth Evelyn Wright, 1872-1906: Founder of Voorhees College. Sewanee: University of the South Press, 1983. 273p., illus., biblio., notes, index.**

This biography relates the life of a remarkable woman who began an educational program that resulted in Voorhees College (SC), an accredited liberal arts institution of higher learning. Her birth into poverty, formative years at Tuskegee Normal and Industrial Institute under the influence of Booker T. Washington, and her efforts during her short life thereafter to further the education of African-Americans are fully described.

175. **Muller, Leo C. and Ouida G. Muller, eds. New Horizons for College Women. Washington: Public Affairs Press, 1960. 128p., biblio.**

This collection of papers is the result of a symposium on "The Education of Women" held during the 75th anniversary celebration of the Mississippi State College for Women, the first publicly-supported women's college in America.

The papers point to the increasingly larger role in society that women are taking and stress the importance of education as a result. Some of the basic issues and problems in the higher education of women in the United States are reviewed. Suggestions are made concerning methods of meeting current challenges.

176. **Muller, Ouida G. New Horizons for College Women. See Muller, Leo C. in this section.**

177. **Neverdon-Morton, Cynthia. Afro-American Women of the South and the Advancement of the Race, 1895-1925. Knoxville: University of Tennessee Press, 1989. 272 p., illus., notes., index.**

This book is "a comprehensive, analytical narrative of the experiences of black women in the South from 1895 to 1925." Social service programs as organized by educated African-American women in Virginia, Alabama, Georgia, Tennessee, and Maryland are discussed. A chapter is devoted to the colleges which educated the community leaders who founded such programs.

178. **Newcomer, Mabel. A Century of Higher Education for American Women. New York: Harper, 1959. 266p., illus., index.**

Written for the Vassar College Centenary Celebration, this book charts the history of women's access to higher education from their admission to Oberlin College in the 1830s through the next 120 years of their participation. Although the book emphasizes Northeastern women's colleges and draws upon Vassar College materials in particular, national statistical information on enrollment and finances is also provided. Important historical information on courses available to women students nationwide is included. This volume was reprinted by Zenger in 1976.

179. **Niederer, Francis J. Hollins College; An Illustrated History. Charlottesville: University Press of Virginia, 1973. 221p., illus.**

This institutional history traces the College through a series of seminaries to the establishment of the Hollins Institute in 1855, its renaming to Hollins College in 1910, and its growth as a leader among liberal arts colleges in the South throughout the following five decades. Originally planned as a photographic essay, the College's history is well illustrated. Attention is given to a number of individuals important in the founding and development of the school.

180. Noble, Jeanne L. The Negro Woman's College Education. New York: Teachers College, Columbia University, 1956. 163p., illus., append., biblio.

This volume contains the results of a survey of more than 400 African-American female college graduates concerning their college and post-college experiences and opinions. The results are reviewed by a select number of African-American women leaders over one-half of whom attended Southern colleges. A historical account of African-American women and higher education in the United States is included. Some regional information appears as well. This book was reprinted by Garland in 1987.

181. Norton, Mary Beth. Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800. Boston: Little, Brown, 1980. 384p., illus., notes, index.

This study depicts many aspects of the lives of African-American and white women throughout the colonies both before and after the Revolution and seeks to identify new post-revolutionary trends. With respect to education, society's expectations, the usual manner in which schooling took place, and the range of acceptable options are all described in the text.

182. O'Barr, Jean. Reconstructing the Academy: Women's Education and Women's Studies see Minnich, Elizabeth in this section.

183. Ormond, Suzanne and Mary E. Irvine. Louisiana's Art Nouveau: The Crafts of the Newcomb Style. Gretna: Pelican, 1976. 182p., illus., biblio., index.

Newcomb College, and particularly its Art Department, are discussed in this book. The focus is on the widely known Newcomb pottery and other crafts with attention given to the artists, ceramists, and craftspersons. The Newcomb Guild was conceived as a means for Newcomb students and alumnae to find economic independence.

184. Orr, Dorothy. A History of Education in Georgia. Chapel Hill: University of North Carolina Press, 1950. 463p., illus., append., biblio., index.

Beginning with the British influence on education in Georgia in the mid-eighteenth century, this history reviews nearly two centuries of the state's struggle to build an educational system for its citizens. Included is an overview of the development of higher education for women commencing with a failed bill in the 1822 legislature and touching on the role of the church, the state, and independent institutions.

185. **Orr, Milton Lee. The State-Supported Colleges for Women. Diss., George Peabody College for Teachers, 1930. Contributions to Education 91. Nashville: George Peabody College for Teachers, 1930. 229p., biblio.**

This study seeks to determine conditions which influenced the establishment of separate state-supported colleges for women, to record their history, and to evaluate their function. The South's resistance to coeducation and its relatively late acceptance of state-supported higher education for women are credited as the reasons why seven of the institutions whose doors opened in the late 1880s were located in the Southern region. They are Mississippi State College for Women, Georgia State College for Women, North Carolina College for Women, Winthrop College (SC), Alabama College, Texas State College for Women, and Florida State College for Women. Short case histories of each are included.

186. **Pacheco, Josephine F. Three Who Dared: Prudence Crandall, Margaret Douglass, Myrtilla Miner: Champions of Antebellum Black Education. See Foner, Philip Sheldon in this section.**

187. **Pierson, Mary Bynum. Graduate Work in the South. Chapel Hill: University of North Carolina Press, 1947. 265p., append., biblio., index.**

Sponsored by the Conference of Deans of Southern Graduate Schools, this study traces the development of graduate work in the South from the late 1800s to the mid-1900s. The focus is on development and administration after 1900 with a concern for those organizations which were influential during this time. Although no specific section is devoted to women, the environment in which they studied is evident.

188. **Pieschel, Bridget Smith and Stephen Robert Pieschel. Loyal Daughters: One Hundred Years of Mississippi University for Women, 1884-1984. Jackson: University Press of Mississippi, 1984. 208p., illus., append., notes, index.**

In celebration of the centennial of the nation's first state-supported college for women, this volume chronicles the events and the people responsible for its founding and its years of growth and change. Opened in 1885 to 341 girls as the Mississippi Industrial Institute and College, it later changed its name to the Mississippi University for Women and became an integral part of the state's system of higher education.

189. Player, Willa B. Improving College Education for Women at Bennett College: A Report of a Type A Project. Diss., Columbia Teachers College, 1948. New York: Garland, 1987. 232p., illus., biblio.

The curriculum at Bennett College, a four-year liberal arts institution for African-American women, is the focus of this work. The findings of an inquiry into the problems and needs of the students especially in the areas of earning a living, mental and physical health, home and family life, and community leadership and citizenship are analyzed. Curriculum revision and its effects are discussed and recommendations are made for further revision.

190. Poesch, Jessie. Newcomb Pottery: An Enterprise for Southern Women, 1895-1940. Exton: Schiffer, 1984. 160 p., illus., append., biblio., index.

During its years of operation, the Newcomb Pottery was considered one of the five most important art potteries in the U.S. Conceived as an experiment to provide employment for Newcomb students and graduates, the pottery produced many award winning pieces. This book was written to accompany a traveling Smithsonian exhibit of Newcomb pottery. The book includes a section on marks and dating by Walter Bob and the exhibition catalog by Sally Main Spanola.

191. Pollard, Lucille Addison. Women on College and University Faculties: A Historical Survey and A Study of their Present Academic Status. Diss., University of Georgia, 1965. New York: Arno Press, 1977. 336p., illus., append., biblio.

This is a study of women on the faculties of colleges and universities in the continental United States from the late nineteenth century to the mid-1960s. Women's appearance and place in both coeducational and women's institutions are surveyed separately. Data such as the changing numbers and proportion of women faculty over time as well as factors which influenced such numbers are included in the larger discussion. Southern schools are included and the historical survey touches on early faculty women of the region.

192. **Porter, Earl W. Trinity and Duke, 1892-1924: Foundations of Duke University. Durham: Duke University Press, 1964. 274p., illus., append., biblio., index.**

This history relates how Trinity College evolved into Duke University within the larger context of changing higher education in America at that time. The role of the Duke family is documented. The debate concerning the higher education of women and their changing status at Trinity and Duke over the years is described.

193. **Queen, Louise L. Women in New Worlds: Historical Perspectives on the Wesleyan Tradition. See Keller, Rosemary Skinner in this section.**

194. **Range, Willard. The Rise and Progress of Negro Colleges in Georgia, 1865-1949. Athens: University of Georgia Press, 1951. 254p., append., biblio., index.**

Produced with the assistance of the Phelps-Stokes Fund, this study details the development of African-American higher education in Georgia and places it within the larger educational framework of the South at that time. The founding of the first colleges, academic and social life within them, and their struggle to survive and obtain full collegiate status are all discussed. The experiences of women at Spelman, Atlanta, and elsewhere are included.

195. **Read, Florence Matilda. The Story of Spelman College. Atlanta: n.p., 1961. 399p., illus., append., biblio., index.**

Beginning with the New England childhoods of the founders of Spelman, Sophia Packard and Harriet E. Giles, this book traces the history of the College from 1881 to 1960. The author was one-time president of the College. The book recounts the "beginnings of the basement school," its change to a seminary, its official designation as a college in 1924 with the termination of its pre-collegiate programs shortly thereafter, and finally, its rise to one of the best small colleges in America today.

196. **Reid, Alfred Sandlin. Furman University: Toward a New Identity, 1925-1975. Durham: Duke University Press, 1976. 288p., illus., index.**

This history of a South Carolina Baptist Convention educational institution focuses on a 50-year period during which the author believes the school was changing from a local to a regional institution. Begun as an academy-seminary in the mid-1820s, its growth to a local college and the criticism it suffered from its more conservative members while academically upgrading its membership are traced. Its coordination with financially-troubled Greenville Woman's College in 1930, subsequent curriculum and other changes, and the final integration of the Woman's College with Furman in 1961 are all reviewed.

197. **Richardson, Joe M. A History of Fisk University, 1865-1946. University: University of Alabama Press, 1980. 227p., notes, biblio., index.**

This history traces Fisk University from its founding as "little more than a primary school" to its status as a leading African-American institution of higher education. Following the careers of some of its graduates, the book gives examples of work after graduation. Women as students, faculty, and administrators are included.

198. **Richardson, Joe M. Talladega College: The First Century. See Jones, Maxine in this section.**

199. **Rosenberry, Lois Kimball Matthews. The History of the American Association of University Women, 1881-1931. See Talbot, Marion in this section.**

200. **Rosenfeld, Rachel. Reconstructing the Academy: Women's Education and Women's Studies. See Minnich, Elizabeth in this section.**

201. **Rothman, David J. and Sheila M. Rothman, eds. The Dangers of Education: Sexism and the Origins of Women's Colleges, 1865-1897. New York: Garland, 1987. 200p., illus.**

The papers brought together here reveal the barriers that the first women's colleges encountered in the latter half of the 1800s. The focus is on the Northeast (particularly Vassar and Bryn Mawr). Considerable attention is also given to the issue of whether women had sufficient physical stamina to obtain a college education.

202. **Rothman, Sheila M. The Dangers of Education: Sexism and the Origins of Women's Colleges, 1865-1897. See Rothman, David J. in this section.**

203. Rowe, Frederick B. Characteristics of Women's College Students. Southern Regional Education Board Research Monograph 8. Atlanta: 1964. 55p., illus., biblio., append., index.

This volume reports the results of a study conducted at three Virginia women's colleges---Hollins College, Randolph-Macon Woman's College, and Sweet Briar College. Using student personnel records and student and faculty responses to two questionnaires, a composite description of the students and their environments at each of these schools is compiled. Comparisons are made among the institutions and a selected number of other Southern and Northeastern private schools.

204. Sansing, David G. Making Haste Slowly: the Troubled History of Higher Education in Mississippi. Jackson: University Press of Mississippi, 1990. 309p., notes, biblio., index.

This history of higher education in Mississippi begins with Jefferson College in 1802. The impact of race, class, gender, and the incursion of politics are traced over two centuries. Women are included from their appearance on the Jefferson College enrollment record in 1818 and in a large number of female academies to the final integration of the Mississippi University for Women into the state system of higher education.

205. Saunders, Jr., R. Frank. The Web of Southern Social Relations: Women, Family, and Education. See Fraser, Walter J. in this section.

206. Scipio, L. Albert. Pre-War Days at Tuskegee: Historical Essay on Tuskegee Institute (1881-1943). Silver Springs: Roman, 1987. 541p., illus., append., biblio.

This three-part pictorial essay of Tuskegee Institute (now Tuskegee University) covers the period from 1881 to 1943. Included are an overview of the construction and buildings, of the Institute as a whole, educational activities, campus life, and military training.

207. Scott, Anne Firor. Making the Invisible Woman Visible. Urbana: University of Illinois Press, 1984. 387p., index.

Approximately one-half of this collection of essays on American women and their advancement focuses on the South. Essays include "The New Woman in the New South," "Education of Women: the Ambiguous Reform," and "Education and the Contemporary Woman." A number of biographical sketches are included.

208. Scott, Anne Firor. The Southern Lady: From Pedestal to Politics, 1830-1930. Chicago: University of Chicago Press, 1970. 247p., index.

This historical overview is concerned with describing the culturally-defined image of the Southern (white) lady, with asserting what impact it has had on actual behavior, and with describing the realities of women's lives which often conflict with this image. The book is divided into two parts---the first covering the antebellum and war years and the second, the post-Civil War years. The focus is primarily on those women who "left a mark on the historical record." Although no specific section is devoted to education, changes, especially after the Civil War, are discussed. Teacher-training institutes and women as college graduates and school teachers are mentioned.

209. Scott, Patricia Bell. All the Women are White, All the Blacks are Men, But Some of Us are Brave: Black Women's Studies. See Carroll, Constance M. in Part IV-Essays and Articles.

210. Sherer, Robert G. Subordination or Liberation: The Development and Conflicting Theories of Black Education in Nineteenth-Century Alabama. University: University of Alabama Press, 1977. 214p., illus., notes, biblio., index.

This volume traces the development of African-American education in Alabama from emancipation to 1910. An attempt is made to show how some whites sought to use education as a way to continue the subordination of recently freed African-Americans and how African-Americans, in turn, looked to education as a means of escape from that subordinate status. Both public and private pre-collegiate and collegiate education are included. African-American education was primarily coeducational.

211. **Simonini, R.C., Jr. Education in the South. See Longwood College in this section.**

212. **Skemp, Sheila. Sex, Race, and the Role of Women in the South: Essays. See Hawks, Joanne V. in this section.**

213. **Smith, Barbara. All the Women are White, All the Blacks are Men, But Some of Us are Brave: Black Women's Studies. See Carroll, Constance M. in Part IV-Essays and Articles.**

214. **Solomon, Barbara Miller. In the Company of Educated Women: A History of Women and Higher Education in America. New Haven: Yale University Press, 1985. 298p., illus., biblio., index.**

This historical overview of women's higher education addresses four separate themes: women's struggle for access to institutions, the dimensions of the collegiate experience, the effects of education upon women's life choices, and the complex interaction between feminism and women's educational advancement. The author discusses higher education nationwide with references to several Southern institutions.

215. **Southern Regional Education Board. Priorities for Postsecondary Education in the South: A Position Statement. Atlanta: 1976. 36p.**

In this document, the Southern Regional Education Board outlines priorities for higher learning in the South for educational and public leaders at a time of limited resources. These include the more efficient use of public resources, curricula and program changes, and improving performance and productivity.

216. **Sparkman, James T. Comprehensive Study of Higher Education in Arkansas. See Arkansas. Commission on Coordination of Higher Educational Finance as listed in this section.**

217. **Spence, David S. A Profile of Higher Education in the South in 1985. Atlanta: Southern Regional Education Board, 1977. 34p., illus.**

Based on enrollment projections, this profile sought to provide a possible picture of higher education in the South in 1985. Forecasting a number of changes, including the increased enrollment of women and their heightened role in the field, the study might be helpful to scholars interested in a retrospective view on policies affecting the education of women.

218. **Spruill, Julia Cherry. Women's Life and Work in the Southern Colonies. Chapel Hill: University of North Carolina Press, 1938. 426p., illus., biblio., index.**

This volume documents the life and status of women in the English settlements of the South during colonial times. Their everyday lives both in and outside of the home are carefully traced. Women's legal status and their roles within the larger society are addressed. The aims and methods of their education are specifically discussed in two chapters on "The Schooling of Girls" and "The Lady's Library."

219. **Stewart, Jo M. Spelman: A Centennial Celebration, 1881-1981. See Guy-Sheftall, Beverly in this section.**

220. **Stohlman, Martha Lou Lemmon. The Story of Sweet Briar College. Sweet Briar: Alumnae Association, 1956. 255p., illus., append., index.**

Written by an alumna, this is a history of the first half-century of Sweet Briar College (VA). Founded in 1906, the school quickly became a leader in the education of white women in the South. This account contains information on the Fletcher family whose plantation and bequest formed the college as well and other information on the administrative history of the college.

221. **Stowe, Steven M. Intimacy and Power in the Old South: Ritual in the Lives of the Planters. Baltimore: John Hopkins University Press, 1987. 309p., notes, index.**

Relying heavily on letters and diaries, this study looks at the "interior lives" of upper-class white planter families of the pre-Civil War South. Attitudes towards and expectations of education for both girls and boys, study at home, and academy life are all discussed. Three particular families are focused upon.

222. **Stringer, Patricia A. and Irene Thompson, eds. Stepping off the Pedestal: Academic Women in the South. New York: Modern Language Association of America, 1982. 181p., append.**

This compilation includes a wide range of scholarly articles, personal essays, and poems by and about academic women in the South. Of particular interest to a study of the higher education of women in the South is Mary Gathright Newell's "Mary Munford and Higher Education for Women in Virginia." Other articles of interest concern women's studies in Tennessee, Arkansas, Virginia, and Mississippi. Also included is a bibliographic essay.

223. **Talbot, Marion. The Education of Women. Chicago: University of Chicago Press, 1910. 255p., illus., index.**

Citing numerous changes over the last century that resulted in increasing needs and opportunities for women outside of the home, this study focuses on the education of women. The educational system is reviewed, including the public school system in several major cities, a woman's college (Vassar College) and a state university (University of Wisconsin). The curricula are outlined. A final section is devoted to the collegiate education of women including social activities, hygienic activities, domestic environment, and the educational needs of college women.

224. **Talbot, Marion and Lois Kimball Matthews Rosenberry. The History of the American Association of University Women, 1881-1931. Boston: Houghton Mifflin, 1931. 479p., illus., append., index.**

Written at the request of the Board of Directors, this history records the first half-century of the organization based on the publications and records of a number of scholarly associations which came to make up the AAUW. The formation and activities of the Southern Association of College Women and its unification with the Association of Collegiate Alumnae in 1921 are discussed. The role of the AAUW in enlarging and enriching the field of scholarship throughout the United States is outlined.

225. **Taylor, James Monroe. Before Vassar Opened: A Contribution to the History of the Higher Education of Women in America. Boston: Houghton Mifflin, 1914. 287p., illus.**

Although the bulk of this history is concerned with Vassar College and the higher education of women in the North, an introductory chapter focuses on the education of women in the antebellum South. The experiences of different Southern states concerning female education and the circumstances surrounding the establishment and operation of different schools are discussed. This book was reprinted by Books for Libraries Press in 1977.

226. **Thomas, Ella Gertrude Clanton. The Secret Eye: The Journal of Ella Gertrude Clanton Thomas, 1848-1889. Ed. Virginia Ingraham Burr. Chapel Hill: University of North Carolina Press, 1990. 469p., illus., index.**

This diary spanning four decades documents the antebellum youth and marriage of the daughter of a wealthy planter of the Deep South, the years of the Civil War, and the hardships she and her family endured thereafter. Events and her attitudes towards them are recorded with day-to-day frankness. Her own education at Wesleyan Female College (GA) and that of her children are included.

227. **Thomas, Hilah F. Women in New Worlds: Historical Perspectives on the Wesleyan Tradition. See Keller, Rosemary Skinner in this section.**

228. **Thompson, Edgar. The South in Continuity and Change. See McKinney, John C. in this section.**

229. **Thompson, Eleanor Wolf. Education for Ladies, 1830-1860: Ideas on Education in Magazines for Women. New York: King's Crown, 1947. 170p., biblio., index.**

This review of women's magazines published between 1830 and 1860 is concerned with capturing then-held ideas about women's education. Descriptions of schools, comments on the curricula, and discussions of the aims of education are among the sources of information found. A number of Southern journals were reviewed for this publication including Southern Ladies Companion, Southern Literary Journal, and Southern Rose.

230. **Thompson, Irene. Stepping off the Pedestal: Academic Women in the South. See Stringer, Patricia A. in this section.**

231. **Thompson, Joyce. Marking A Trail: A History of Texas Woman's University. Denton: Texas Woman's University Press, 1982. 238p., illus., biblio., index.**

This history begins with the struggle to establish an institution where Texas girls could "receive a practical education" and describes the growth of the resulting college from one building with 86 students to a major multi-purpose university with four campuses. Well illustrated, it portrays not only an institution's history but the development of women's higher education in the South as well.

232. **Tise, Larry E. The Southern Experience in the American Revolution. See Crow, Jeffrey J. in this section.**

233. **Tobin, McLean. The Black Female Ph.D.: Education and Career Development. Washington: University Press of America, 1981. 123p., illus., append., biblio., index.**

This analysis of African-American women doctorates is based on data collected from 212 individuals, the majority at Southern institutions during the period 1973-1974. It is concerned primarily with their personal and family characteristics, and their career decisions and patterns. Policy implications of the study are discussed and the researcher makes several recommendations aimed at increasing the number of African-American women doctorates.

234. **Vanderbilt University. The Inauguration of Oliver C. Carmichael as Chancellor of Vanderbilt University, and a Symposium on Higher Education in the South. Nashville: Vanderbilt University Press, 1938. 289p.**

These published addresses outline then-current educational thought and practice in a variety of different fields from the liberal arts to engineering. The emphasis is on Southern universities with the higher education of women touched upon in various addresses.

235. **Vickery, Dorothy S. Hollins College, 1842-1942; An Historical Sketch being an Account of the Principal Developments in the One-Hundred Year History of Hollins College. Hollins College: Hollins College, 1942. 83p., illus.**

Originally founded as Valley Union Seminary in 1846, the school became a leader in the education of women in the South. This illustrated booklet contains a history of the family which ran the school from 1846 to 1933 and information about early courses and credentials offered to students.

236. Wade, Marcia. The Culture of Southern Black Women: Approaches and Materials. See Conklin, Nancy Faires in this section.

237. Wakelyn, Jon L. The Web of Southern Social Relations: Women, Family, and Education. See Fraser, Walter J. in this section.

238. Watters, Mary. The History of Mary Baldwin College, 1842-1942; Augusta Female Seminary, Mary Baldwin Seminary, Mary Baldwin College. Staunton: Mary Baldwin College, 1942. 629p., illus., notes, index.

This history covers a 100-year period from the founding of a female seminary to the establishment of a successful private women's college. An attempt is made to tell this 100-year story within the larger context of American women and education in the nineteenth and twentieth centuries. The book is particularly helpful in providing information on the workings of the College within the sponsoring church structure and on the life of Mary Julia Baldwin.

239. Weiss, Lois. Class, Race and Gender in American Education. See Eisenhart, Margaret A. in Part IV-Essays and Articles.

240. Welch, Lynne, B., ed. Women in Higher Education: Changes and Challenges. New York: Praeger, 1990. 270p., illus., biblio., index.

Based on papers from the First International Conference for Women in Higher Education in 1988, this volume covers a range of timely general topics---women in administration, mentoring, promotion and tenure, and issues of equity. A separate paper describes "Emerging Characteristics of Women Administrators in Texas Public Community and Junior Colleges."

241. Wells, Elizabeth Crabtree. Daughters of the Dream: Judson College, 1838-1988. See Hamilton, Frances Dew in this section.

242. **White, Arthur O. Education and the Rise of the New South. See Goodenow, Ronald K. in this section.**

243. **White, Lynn, Jr. Educating Our Daughters: A Challenge to the Colleges. New York: Harper, 1950. 166p., biblio., index.**

This 1950 treatise by then president of Mills College (CA) concerns both the state of education for women at that time and proposals for its improvement. The author addresses such important topics as co-education, the difficulty of constructing an appropriate higher education for women, the long overdue need for it, and the continuing importance of the home.

244. **White, Mary Culler. The Portal of Wonderland: The Life-Story of Alice Culler Cobb. New York: Garland, 1988. 254p.**

Alice Culler Cobb was a faculty member at Welseyan College for many years. Her biography reveals the difficulties competent women educators faced in attempting to rise to the top of their profession in the late nineteenth and early twentieth centuries. This book was originally published in 1925. The reprint edition is a part of Garland's Women in American Protestant Religion Series which should also be consulted concerning the efforts of other church women and their work.

245. **Wiggins, Samuel Paul. Higher Education in the South. Berkeley: McCutchan, 1966. 358p., illus., append., index.**

This study of bi-racial higher education in the South was conducted by the George Peabody College of Teachers (TN) from 1964 to 1966 and funded by the General Education Board. Although no specific attention is given to women, the study is a good overall evaluation of the context in which women and education were situated at that time.

246. **Williams, James D. The State of Black America. See Berry, Mary Frances in Part IV-Essays and Articles.**

247. Williams, Lawrence H. Black Higher Education in Kentucky, 1879-1930: The History of Simmons University. Studies in American Religion 24. Lewiston: Mellen, 1987. 280p., illus., biblio., notes, index.

This history traces Simmons University from 1879 to 1930. As an African-American Baptist-owned and controlled school of higher education, Simmons offered important educational opportunities, including degrees in medicine and law. The role of women as students, faculty, and supporters of education is discussed throughout the text.

248. Willie, Charles V. and Ronald R. Edmonds, eds. Black Colleges in America: Challenge, Development, Survival. New York: Teachers College Press, Columbia University, 1978. 292p., illus., biblio.

These revised papers were originally presented at the Black College Conference at Harvard University in 1976. They represent an analysis of what the African-American colleges have done for themselves and for the nation. Their history and purpose, administration, financing and governance, and teaching and learning are all covered. As the majority of these institutions are in the South, this volume offers an overview of the environment in which some Southern women have been educated. One chapter is devoted to "Black Students in the Sciences: a Look at Spelman College."

249. Wolfe, Suzanne Rau. The University of Alabama: A Pictorial History. Tuscaloosa: University of Alabama Press, 1983. 251p., illus., index.

This pictorial history traces the University of Alabama through three stages: as an antebellum university from its founding in 1818 to 1860; a military university from 1860 to 1903; and a modern university from 1903 to 1981. The higher education of women in the state was often debated but not until 1893 were they admitted to the University. The first woman graduate (1900), women joining the faculty, the administration, and finally the Board of Trustees in 1981 are all portrayed.

250. Woody, Thomas. A History of Women's Education in the United States. New York: Science, 1929. 2 vol., illus., append., biblio., index.

Primarily organized by topic, this history of women's education in the U.S. covers the colonial period through the 1920s. Included are discussions of changing concepts of women's positions and education both in the U.S. and abroad, early education in the Northeast, female academies and seminaries, women entering the teaching profession, girls' secondary education, women's vocational, physical and professional education, colleges for women, co-education, emancipation and education, and women's club movements. A separate chapter is devoted to the "Education of Girls in the South to about 1800" and some discussion occurs concerning the education of women in the South under most of the above topics. This volume is especially valuable for its extensive bibliography, although there is virtually no mention of African-American higher education. This work was reprinted by Octagon Books in 1966.

251. Young, Elizabeth Barber. A Study of the Curricula of Seven Selected Women's Colleges of the Southern States. Diss., Columbia University, 1932. Contributions to Education 511. New York: Teachers College, Columbia University, 1932. 220p., illus., biblio.

This book is a study of the origins and growth of curricula, including special programs, at seven colleges---Salem College (NC), Judson College (AL), Wesleyan College (GA), Sophie Newcomb Memorial College (LA), Goucher College (MD), Agnes Scott College (GA), and Randolph-Macon Woman's College (VA). Each school's background and aims are outlined. A second section of the book compares instruction given by several colleges in 1926-27, including the content of the programs, teaching staff, and size of instruction units.

Part IV - ESSAYS AND ARTICLES

The following listing contains references to almost 200 essays and articles. Included are discussions of women's experiences in education, specific institutions, and other topics. These essays and articles come from a variety of sources, including national and regional journals which were published over the last century. Missing are many articles on the history and practice of education in specific colleges and universities as documented within their own publications. Publications such as the Hollins Alumnae Quarterly or The Spelman College Messenger often contain articles of assistance to scholars. These publications, like institutional histories, are best found through individual college or university archives. Also not included here are many government documents, foundation reports, and biographical essays in directories. The Bureau of Education, and later the Department of Health, Education and Welfare, as well as the Department of Education, distribute a number of publications in pamphlet form. For these, the researcher should work with the government documents section within large libraries. For foundation reports, scholars should consult other indices such as The Encyclopedia of Associations. For biographical directories such as Who's Who in America and The Contributions of Black Women to America, researchers should consult Part II in this bibliography and large reference collections. These directories would be especially helpful to the study of educated women after graduation.

Part IV - Essays and Articles

252. **Adams, John H. "Rough Sketches: A Study of the Features of the New Negro Woman." Voice of the Negro 1(8):323-326, August 1904. illus.**

An African-American owned and operated periodical of the early twentieth century, The Voice of the Negro provides historians of today with information on past perceptions of Black men and women towards women's education. The newspaper published articles and poems by a number of Black women educated in the South in the early part of the twentieth century. In this particular article, the author discusses various images of African-American women. One illustration's caption reads, "You cannot avoid the notion of this dignified countenance. College training makes her look so." Another reads, "This beautiful-eyed girl is the result of careful home training and steady schooling....A model girl, a college president's daughter, is Lorinetta." See also entries 337, 409, 441, 461 in this section.

253. **Alexander, William T. "Women's Higher Education" in the History of the Colored Race in America. Kansas City: Palmetto Publishing, 1887. pp. 592-600.**

This appendix to the History of the Colored Race in America defines the highest goal of woman's education as preparation for her future role as mother. The author draws upon the works of Carlyle, Wordsworth, Whittier, and others to illustrate this goal.

254. **Anderson, James D. "Northern Foundations and the Shaping of Southern Black Rural Education, 1902-1935." History of Education Quarterly 18(4):371-398, Winter 1978. notes.**

Various philanthropic organizations played crucial roles in rural, Southern, African-American education. Briefly outlining some of the educational opportunities open to Southern Black women, the author of this article cites correspondence of college presidents and philanthropists who tried to steer Blacks into vocational as opposed to academic courses.

255. **Aptheker, Bettina. "Quest for Dignity: Black Women in the Professions, 1865-1900" in Woman's Legacy: Essays on Race, Sex, and Class in American History. Amherst: University of Massachusetts Press, 1982. pp. 89-110. notes.**

Black women were the first women of any race to practice medicine in the South. Aptheker examines the ways these women sustained strength, resilience, as well as tremendous pride in their professional work. She discusses their training some of which was received in the South.

256. **Arnez, Nancy L. "Selected Black Female Superintendents of Public School Systems." Journal of Negro Education 51(3): 309-317, 1982. notes.**

Focusing on the careers of Barbara Sizemore, former superintendent of the Washington, D.C. Public School System, and Barbara Love, superintendent of the Chicago Public School System, this article is not directly related to the higher education of women in the South. Nevertheless, it does provide brief information on discrimination on the basis of race and sex as experienced by African-American teachers who sought administrative positions. In 1982, of the more than 176 female superintendents in the United States, 11 were Black. These women and their districts (two of which are located within the South) are named in the article.

257. **Barwick, Donna G. "Women at the Bar." Georgia State Bar Journal 20(3): 152-155, 1983.**

In recognition of the centennial of the Georgia Bar Association, the author of this article notes that in 1882 there were no women lawyers in Georgia. She then gives a brief history of early female lawyers and the attitudes of their colleagues and the public towards them. No information is provided on education of these pioneer lawyers; however, the article does show something of what was expected of such highly educated women in the South. For example, Minnie Hale Daniel, who obtained the right to practice in 1916, often advised other women arguing for women's rights to "send their prettiest and best dressed members whenever they were promoting a particular project or legislation."

258. **Bell, Eleanor S. "The Values of Negro Women College Students." See Eagleston, Oran W. in this section.**

259. **Benedict, Mary K. "The Higher Education of Women" in The South in the Building of the Nation, vol.10, edited by S.C. Mitchell. Richmond: Southern Historical Publication Society, 1909. pp. 258-271.**

This essay looks at the history of women's education in the South from antebellum times to the early 1900s. The author compares the education of women in the South to that of the North; discusses women's colleges, coeducational colleges, normal schools, and other institutions; pinpoints the lack of resources Southern institutions have to call upon; and throughout, analyzes Southern accomplishments and failures in, as well as attitudes toward, education for women. She provides a listing of coeducational institutions that admitted women in 1909 and the dates they first did so, a listing of various organizations which promoted standards in Southern colleges, and important information on the endowments and costs of various colleges. The author was then president of Sweet Briar.

260. **Benedict, Sarah Bryan, Ophelia Colley Cannon, and Mary Cayce. "The Bells of Ward-Belmont: A Reminiscence." Tennessee Historical Quarterly 30(4):379-382, 1971. illus.**

Three alumnae of Ward-Belmont, a finishing school for young ladies on the Belmont Estate near Nashville, recall their experiences as students. Though dealing primarily with biographical information on the owner of the home which housed the school, they provide information on the education of women within a finishing school and a junior college. Belmont Junior College (1890-1912), Ward-Belmont College (1912-1951), and Belmont College (1951-present), their curricula, dress standards, and finances are briefly described.

261. **Bennett, Stephanie M., Janet Hopkins, Kathleen Rohaly, and William E. Walker. "Educating Today's Women: Differing Perceptions on Educational Programming." Journal of the National Association for Women Deans, Administrators, and Counselors 42 (2): 37-44, Winter 1979. notes, graphs.**

Westhampton College, the coordinate college of the University of Richmond, initiated the Delphi Study in the fall of 1976 "to delineate, then to develop, purposeful and systematic programs for undergraduate women students." One portion of the study analyzed a nationwide survey concerning the goals of women's education. The study may be of particular interest to researchers intersted in the influence of women's studies courses on the curriculum.

262. **Berkeley, Kathleen C. "Education of Women" in The Encyclopedia of Southern Culture edited by William Ferris and Charles Reagan Wilson. Chapel Hill: University of North Carolina Press, 1989. pp. 1536-1539. notes.**

This short essay begins and ends with an acknowledgement of the "ideal of Southern womanhood" and its influence on education. The author compares the rise of higher education of girls and women in the South to that of the North and describes the greater economic consequences of education to African-American women as opposed to African-American men. She describes education within Southern academies and seminaries, discusses the coordinate college movement, and touches upon recent changes. A very broad incisive introduction, the article cites various dissertations that explore in more detail the higher education of Southern women.

263. **Berkeley, Kathleen C. "*The Ladies Want to Bring About Reform in the Public Schools*: Public Education and Women's Rights in the Post-Civil War South." History of Education Quarterly 24(1):45-58, Spring 1984. notes.**

The author discusses changes in Southern society in the post Civil War era noting that "by 1900 teaching had become the leading occupation for female breadwinners from the more educated classes in the South." Berkeley addresses a discriminatory salary policy which favored men over women in Memphis public schools, the 1872-1873 opposition to this policy, and the evolution of Southern interest in women's rights.

264. **Bernard, Richard M. "Beyond Catharine Beecher: Female Education in the Antebellum Period." See Vinovskis, Maria A. in this section.**

265. **Berry, Mary Frances. "Blacks in Predominantly White Institutions of Higher Learning" in The State of Black America edited by James D. Williams. New York: National Urban League, 1983. pp. 295-318.**

The institutional responses to the needs of African-American students, the choices African-American students make in choosing to attend or not to attend predominantly white institutions, the career options of African-American graduates, the principal reasons for failure, the growth and effect of African-American studies, African-American student activism, student athletes, and other subjects are reported in this essay. There are a few references to African-American women students. For example, the author notes that white women tend to choose health and education as their primary fields of studies more often than African-American women do.

266. Berry, Mary Frances. "Twentieth-Century Black Women in Education." Journal of Negro Education 51(3):288-300, Summer 1982. notes.

Berry gives brief biographical and work histories on Mary McLeod Bethune, Constance Baker Motley, Willa Beatrice Player, Marian Wright Edelman, and Barbara Sizemore. Particularly important to a study of the education of women in the South is the section on Player as president of Bennett College from 1955 to 1969. Player's role in encouraging student participation in the Civil Rights Movement and her support of Black institutions in general during her tenure within the Department of Education are examined. Besides these five women who are highlighted, the author mentions many other leaders among Black women educators, some of whom were educated in the South.

267. Berry, Riley M. F. "The Black Mammy Memorial Institute." Good Housekeeping 53:562-563, October 1911. illus.

Subtitled "How a Southern School is Training Colored Women in the Household Arts - Here is Real Progress," this article bewails the lack of efficient servants and briefly discusses the philosophy developed by Booker T. Washington. The author notes the leadership of Samuel F. Harris, founder of the Athens Industrial School in Georgia. Racist in sentiment, the article shows how education of African-Americans was treated in the popular white press.

268. Black, Watt L. "Education in the South from 1820 to 1860 with Emphasis on the Growth of Teacher Education." Louisiana Studies 12(4): 617-630, Winter 1973. notes.

The development of teacher training for men within academies occurred during the years 1820 to 1860. Many of these early institutions grew into normal schools which eventually opened their doors to women students in the late 1890s and early 1900s.

269. Blum, Eleanor. "Memories of a Mississippi Childhood." Antioch Review 25(2):248- 266, Summer 1965.

Through an account of the author's childhood in Mississippi of the 1920s and 1930s, race and class issues of a young white girl's informal education and socialization are discussed. The author states that the educational system taught "how to make a living, how to be ladies and gentlemen, but not how to question or doubt."

270. Boles, Jacqueline, Albeno P. Garbin, and Donna Woods. "Criminal Justice Education and Employment in Georgia: The Case of Women." Georgia Journal of Corrections 3(3):78-83, 1974. notes, tables.

"A survey conducted during June of 1973 indicated that only a few females had graduated from criminal justice programs in Georgia, and that many of them are encountering difficulties finding employment in the criminal justice field." A report on this survey gives five headings: social-personal characteristics, career choice and nature of jobs, evaluation of jobs and opportunities, sexual and racial discrimination, and adequacy of criminal justice education.

271. Bolsterli, Margaret Jones. "Teaching Women's Studies at the University of Arkansas" in Stepping Off the Pedestal: Academic Women in the South. See Part III-Books under Stringer, Patricia.

272. Brabant, Sarah. "Socialization for Change: The Cultural Heritage of the White Southern Woman" in Southern Women edited by Caroline Matheny Dillman. New York: Hemisphere Publishing Corporation, 1988. pp. 103-110. notes.

This essay "describes and examines the covert level of socialization for the Southern female." The author contends that Southern white women are taught to adapt to change. They are taught to survive, to survive with dignity, and to be responsible for others. The author uses personal accounts and anecdotes from autobiographical writings, literature, and other accounts of Southern womanhood.

273. Brett, Ruth and others. "A Symposium, Our Living History, Reminiscences of Black Participation in NAWDAC." Journal of the National Association for Women Deans, Administrators, and Counselors 42(2):3-13, Winter 1979.

The memories of five African-American women scholars and administrators are drawn upon to explore the history of the National Association of Women Deans and Counselors. The memories span the years 1922 to 1979 and touch on women's education and their organizational and professional lives. Attitudes towards race within the NAWDAC are discussed. The Association of Deans of Women and Advisers to Women and Girls in Negro Schools is mentioned in several accounts.

274. **Browning, Jane E. Smith and John B. Williams. "History and Goals of Black Institutions of Higher Learning" in Black Colleges in America: Challenge, Development, Survival edited by Charles V. White and Ronald R. Edmonds. New York: Columbia University Press, 1978. pp. 68-93.**

This account divides the history of African-American education into three periods: 1860-1900, 1900-1954, 1954-onwards. Though no specific attention is given to the education of women, the article is important to scholars interested in attitudes about, and surveys of, the type of education available to Black women.

275. **Burlew, Ann K. "Career and Educational Choices Among Black Women." Journal of Black Psychology 3(2):88-106, February 1977. notes.**

Factors which influence educational and career outcomes (mother's employment history, knowledge and exposure to employment, attitudes about women's roles, perceptions about the attitudes of significant others, perceptions of other's expectations for them, self-concept of ability) as well as attitudes, aspirations, and expectations are reviewed in this essay.

276. **Caliver, Ambrose. "A Background Study of Negro College Students." U.S. Office of Education Bulletin 8, 1933.**

Caliver gives a profile of African-American students in 1930 in 33 colleges in 16 states and the District of Columbia. There is some breakdown by sex. Characteristics as type of secondary school, library use, reading, occupation of parents, and scholastic aptitudes are noted. The findings of various psychological tests are included.

277. **Cannon, Ophelia Colley. "The Bells of Ward-Belmont: A Reminiscence." See Benedict, Sarah Bryan in this section.**

278. Carnegie, M.E. Lancaster. "Nurse Training Becomes Nursing Education at Florida's A&M College." Journal of Negro Education 17:200-04, Spring 1948.

The years 1936-1945 were crucial ones in the formation of Florida A&M College's curriculum in nursing. The author, head of this nursing program for many years, discusses administration, faculty, resources, housing, and other matters concerned with collegiate training for nurses.

279. Carroll, Constance M. "Three's a Crowd: The Dilemma of the Black Woman in Higher Education" in All The Women are White, All The Blacks are Men, But Some of Us are Brave: Black Women's Studies edited by Gloria T. Hull et al. Feminist Press: Old Westbury, NY, 1982. pp. 115-127. notes.

The author of this essay finds that "black women in higher education are isolated, under utilized, and often demoralized." Assessing the work and lives of Black female undergraduates, faculty and administrators by drawing upon statistics, comments from others, and her own memories, the author offers some suggestions concerning curricular changes.

280. Carter, Doris Dorcas. "Alice Grundy Blalock: A Portrait of Love." North Louisiana Historical Association Journal 13(4):131-138, Fall 1982. notes.

Alice Grundy Rowe Blalock was born in the late nineteenth century and lived until 1970. In her work as a teacher, she was a leader among educators in Louisiana. This article details her long career and gives many details on the higher education of African-American teachers. Two other leaders are also mentioned: Jane Ellen McAllister, a teacher of Blalock's, is reported to have been the first Black woman to have received a doctorate in education from Columbia (1929); and Kara Vaughn Jackson, a colleague of Blalock, is reported to have been the first Black woman to receive a doctorate in education in Louisiana. Blalock, herself, was an influential and highly skilled woman who worked as a master teacher or "Jeanes supervisor." (Jeanes Workers worked "to improve living and learning" in the rural South with funds set up by Anna Thomas Jeanes.) Blalock and others like her taught about lesson plans as well as practical matters such as how to build seats for students out of orange crates. Blalock later received her masters' degree from Columbia and worked as a professor at Grambling State.

281. **Cayce, Mary. "The Bells of Ward-Belmont: A Reminiscence." See Benedict, Sarah Bryan in this section.**

282. **Chepesiuk, Ron. "The Winthrop College Archives and Special Collections: Selected Resources for the Study of Women's History." South Carolina Historical Magazine 82(2): 143-172, 1981.**

Winthrop College was founded in 1886 in Columbia, South Carolina as a teacher training institute. This brief history of the college provides an overview of the school's past and describes over 100 collections on women in the College Archives. Many of these collections deal with the higher education of women.

283. **Chitty, Arthur Ben. "Women and Black Education: Three Profiles." Historical Magazine of the Protestant Episcopal Church 52(2):153-165, June 1983. illus.**

This commentary provides brief biographical sketches of three women who were instrumental in the history of the higher education of African-Americans in the South. The first, Anna Haywood Cooper (1858-1963), was among the first six Black women to obtain a degree from Oberlin and was the fourth Black woman to earn a doctorate from the Sorbonne. She was from Raleigh, North Carolina and received her early education there at St. Augustine's College where she returned from time to time as a teacher and a friend. Isabella Gibson Robertson (1892-1976) was not a Southerner but a Northern woman who amassed a fortune which she then left to St. Augustine's, a college she never saw. Mary Niven Alston (1918-1981) was another benefactor of Black schools. She left her money to a number of Black colleges, particularly, Voorhees College in South Carolina.

284. **Clinton, Catherine. "Equally Their Due: Education of the Planter Daughter in the Early Republic." Journal of the Early Republic 2:39-60, April 1982. notes.**

This essay discusses shifts in attitudes towards female education in the early national period. The education for republican motherhood was thought necessary in order that women might raise good citizens. Reviewing the ways in which the Southern experience of this change was shorter and less influential than the Northern experience, Clinton shows how education among daughters of the planter class, nevertheless, progressed in this period. Planters, like other upper-middle class Americans, wished to have educated daughters so that they might make better marriages. To this end, girls received an "English education" --- studying the Bible, French, Grammar, Composition, Arithmetic, Geography, History, Latin, Rhetoric, and Natural History. The author gives background material on the late eighteenth-century theories concerning women, particularly those of Mary Wollstonecraft and Hannah More. Clinton also discusses the use of tutors on plantations, the growth of academies, the cost of education, and variations in the goals of education. Particularly informative is her comparison of the meaning of virtue in the South versus the North. In the former, virtue came to mean chastity and purity and this meaning laid the foundation for the cult of Southern womanhood. In the North, virtue came to mean frugality.

285. Clough, Dick Bryan. "Teacher Institutes in Tennessee, 1870-1900." Tennessee Historical Quarterly 31(1):61-73, Spring 1972.

This article discusses the development of teacher institutes --- "Peabody" institutes, state institutes, county institutes --- their funding, participants, coursework, and history. Although the author does not provide any information on the percent of female teachers in attendance at these institutes, the article is helpful in providing material on the type of education many female teachers probably received.

286. Cochran, Anne S. "The Development of Teacher Education at Morris Brown College." Journal of Negro Education 16:246-251, Spring 1947.

Morris Brown College (GA) was opened in 1885 and by 1947 held an A rating by the Southern Association of Colleges and Secondary Schools. The College's teacher education program was, at the time of this article, composed primarily of female students. Admissions, counselling within the program, and curriculum, including a listing of specific courses, are provided in this article.

287. Cole, Johnnetta. "Another Day Will Find Us Brave." Sage: A Scholarly Journal on Black Women 6(1):85-86, Summer 1989.

This essay is the inaugural address of Cole, the first African-American woman to become president of Spelman College. Besides welcoming greetings and acknowledgements of the past and future of the College, the address draws upon a poem of Clarissa Delaney, an African-American woman born in 1901 and educated at Wellesley.

288. Coleman, Kenneth, ed. "An 1861 View of Wesleyan College, Macon, Georgia." Georgia Historical Quarterly 51(4):488-491, 1967.

This is a reprint of a letter from a student at Wesleyan Female College in 1861. The writer comments on food, professors, and social life.

289. Collier-Thomas, Bettye. "The Impact of Black Women in Education: An Historical Overview." Journal of Negro Education 51(3): 173-180, 1982. notes.

Noting that there is "no book that documents the history of Black women in American education," Collier-Thomas provides questions scholars might ask about many aspects of African-American education. Her questions concern philosophy and theories, quantity of education, vocational choices, and other matters. She briefly traces the history of African-American women and then lists 19 educators for further study. Out of this list, nine were active in the South.

290. Colton, Elizabeth Avery. "The Various Types of Southern Colleges for Women." Bulletin of the Southern Association of College Women 2:n.p., 1916.

Elizabeth Avery Colton was, at one time, the president of the Southern Association of College Women. In this overview which was first published as a monograph, she briefly explains the work done by a number of different colleges within the South. She divides the 124 institutions whose catalogues she surveys into six groups: standard colleges, approximate colleges, normal and industrial colleges, junior colleges, unclassifiable colleges, nominal and imitation colleges. For each standard college, she gives a brief introduction, the number of students, the extent of library holdings, and other statistics. For more information on The Bulletin of the Southern Association of College Women and other records of the Association, the reader should consult Part VI.

291. Conway, Clara. "The Needs of Southern Women." The Journal of Proceedings and Addresses of the National Educational Association XIII:169-176, 1884.

A poetic, impassioned (and by today's standards, flowery) plea for women's education, this address notes specific coeducational colleges open to women in the North and Midwest, as well as established Northeastern women's colleges. The author then argues that the fathers of the South should turn their attention to their own region and provide similar opportunities. She draws upon the theory that the better educated a woman, the better wife and mother she will make. "I have never breathed a sweeter air than that of a househhold on a Mississippi plantation, presided over by a gentle woman, full of all sweetness and grace, yet who gives part of each day to the study of political economy, for the comprehension and intelligent discussion of the vexed question of free trade and tariff reform."

292. **Cooper, Anna Julia. "The Higher Education of Women." Southland 2:186-202, April 1891.**

There were 135 colleges which granted degrees to women in 1891. The author discusses these colleges and "the thinking-woman's mission to put in the tender and sympathetic chord in nature's grand symphony." Quoting from poetry as well as other philosophical works, she writes of the history of women's education and various theories behind women's education. Additionally, she notes the number of African-American women who completed the B.A. degree from Fisk, Oberlin, Ann Arbor, Wellesley, Wilberforce, Livingstone, Atlanta, and Howard. She notes that "the atmosphere, the standards, the requirements of our little world do not afford any special stimulus to female development." Drawing upon personal anecdotes from her education and work, she makes a strong argument for reform.

293. **Daniel, W. Harrison. "Southern Baptists and Education, 1865-1900: A Case Study." Maryland Historical Magazine 64(3): 218-247, 1969. illus.**

Mainly directed towards an account of the efforts of the Virginia Southern Baptists in educating children of Confederate soldiers and in the development of the College of Richmond, this article gives information on Baptist education for women. The founding of the Southwest Virginia Institute (1884) and the Woman's College of Richmond (1898) are discussed.

294. **Davis, Hilda A. and Patricia Bell Scott. "The Association of Deans of Women and Advisers to Girls in Negro Schools, 1929-1954: A Brief Oral History." Sage: A Scholarly Journal on Black Women 6(1):40-44, Summer 1989. notes.**

A brief history of the Association of Deans of Women and Advisers to Girls in Negro Schools, this article contains an account of the various reasons for the need for such an organization. A listing of people involved and biographical information on Hilda Davis are also included. Many Southern institutions were involved in the organization, one of the only groups to advocate women's concerns in coeducational colleges and universities.

295. **Dorsey, Carolyn A. "Despite Poor Health: Olivia Davidson Washington's Story." Sage: A Scholarly Journal on Black Women 2(2):69-72, Fall 1985. notes, illus.**

Olivia Davidson Washington, the second wife of Booker T. Washington and co-founder of the Tuskegee Institute, died at the age of 35 in 1889. This commentary published in the "Document" section of Sage contains a transcription of a letter from Olivia Davidson Washington, the health record from her final days of life, and a brief account of her work. Both her own education and her efforts as a dedicated teacher and fund-raiser for Tuskegee are apparent in the letter and the biographical account.

296. **Dreher, Julius D. "Education in the South: Some Difficulties and Encouragements." Journal of Social Science: n.p. November 1895.**

This is an address discussing certain features of Southern education important to the author. His comments are divided into sections dealing with public schools, preparatory schools, colleges and universities for men, and colleges for women. The "99 Colleges for Women" and other institutions in the South are compared with their counterparts in other regions. Funding, facilities, size of student body, quality of education, and other matters are compared. The author finds the Southern women's colleges lacking and pleads for reform.

297. **Durden, Robert F. "The Origins of the Duke Endowment and the Launching of Duke University." North Carolina Historical Review 52(2): 130-146, 1975. notes, illus.**

This article traces the pattern of giving in the Duke family, the influence of James B. Duke, and the acts of early President Few in the building of Duke University around Trinity College. The article notes twice that J.B. Duke made the creation of a coordinate college for women a priority and also shows a photo of the 1928 East Campus, Woman's College.

298. **Eagleston, Oran W. and Eleanor S. Bell. "The Values of Negro Women College Students." Journal of Social Psychology 22:149-154, November 1945. tables.**

"This paper reports and discusses data obtained with the Allport-Vernon Study of Values administered to 164 Negro women college students." The study sought to determine Spelman students' values through an ordering of their interests. They found that these values were based upon ideas from various realms of thought in this order: religious, social, political, theoretical, economic, and aesthetic. They compared their findings to similar studies of African-American men, white women, and white men.

299. Eisenhart, Margaret A. and Dorothy C. Holland. "Women's Ways of Going to School: Cultural Reproduction of Women's Identities as Workers" in Class, Race, and Gender in American Education edited by Lois Weis. Albany: State University of New York, 1988. pp. 266-301. notes.

The findings of an ethnographic study of women's experiences in college at a historically African-American school and a historically white school are analyzed in order to report on women's response to schooling. The authors combine a cultural Marxist orientation and an inductive anthropological approach to their topic. They discuss methodology, the responses of individual women, and the ways in which the women seem to be producing or reproducing structural inequalities by sex. The locations of the colleges are not disclosed but the pattern of segregated education may be helpful to scholars of the South. The study is very helpful in disclosing the attitudes of women students and the ways in which women adapt to societal expectations concerning education. (A book based upon this ethnographic study is found in Part III-Books under Eisenhart, Margaret.)

300. Emplaincourt, Marilyn. "Formal Education at a Standstill: Women's Views." See Owens, Otis Holloway in this section.

301. Falk, Stanley L. "The Warrenton Female Academy of Jacob Mordecai, 1809-1818." North Carolina Historical Review 35(3):281-298, July 1958.

An early boarding school for girls, the Warrenton Academy, is well documented in the Mordecai Papers in the Southern Historical Collection, University of North Carolina. Although not technically an institution of higher learning, the school merits attention as a forerunner of women's colleges as well as one of the best female academies within the South. Details of the school administration under the Mordecai family are given in this paper.

302. **Falk, William L. and Nancy J. Salter. "The Stability of Status Orientations among Young, White Rural Women from Three Southern States." Journal of Vocational Behavior 12:20-32, February 1978. notes.**

This study surveyed school age women in Georgia, South Carolina, and Texas and asked how social origin variables affected early educational and occupational orientations. "The results indicated that mother's education had a greater effect than father's education but in either case the effect is mediated by intervening influences such as early aspirations and expectations." The traditional status orientations of such occupations as beauticians, nurses, stenographers, and school teachers are examined.

303. **Fitchett, E. Horace. "The Role of Claflin College in Negro Life in South Carolina." Journal of Negro Education 12:42-68, Winter 1943. notes, tables.**

Though primarily oriented toward the role of Claflin College in the lives of men, this article gives important information on the number of women graduates, their choice of work, and specific women associated with the College as students, wives, daughters, and faculty. Notably, the article contains biographical information on Anne M. Cooke, an educator at Spelman as well as the wife of a Claflin graduate; and Ruth Eloise Sutton, a graduate of Claflin and a prominent social worker. The author notes that in 1884, "there were two persons to receive a degree; both of them were women. They were probably the first Negro women in this state to complete the college course; and it is fair to say among the few in America to be thus honored." Curriculum information and questions for further enquiries into a number of different aspects of Black women's education in the South are also presented.

304. **Fleet, Betsy. "If There is No Bright Side, Then Polish up the Dark One: Maria Louisa Fleet and the Green Mount Home School for Young Ladies." Virginia Cavalcade 29(3):100-107, 1980.**

The Green Mount Home School was a Virginia boarding school in the home of a woman determined to support herself and her children in the years following the Civil War. The school operated from 1865 to 1888 and did so along the lines of a seminary. This article gives a biography of Maria Louisa Fleet and information on cost and curriculum. Students' memories of their teachers are also quoted. Describing Maria Louisa Fleet, one wrote "she culled the sweetest flowers from life's abundant thorns and laid them in our pathway."

305. Fleming, Jacqueline. "Black Women in Black and White College Environments: The Making of a Matriarch." Journal of Social Issues 39(3):41-54, 1983. notes.

This study found that "the adverse conditions of predominantly white colleges were more likely to encourage self reliance and assertiveness .... In contrast, the supportive predominantly Black schools were more likely to encourage a social passivity that may undercut the simultaneous greater academic gains at Black colleges." The author surveys both types of settings and their effect on women students.

306. Floyd, Josephine Bone. "Rebecca Latimer Felton, Champion of Women's Rights." Georgia Historical Quarterly 30:81-104, June 1946. notes.

Rebecca Felton was a Georgia reformer active from 1886 to 1930 in temperance, suffrage, and other causes. She worked for the reform of public institutions overseeing the education of white women. Favoring vocational training, Felton was instrumental in the founding of the Georgia Normal and Industrial College and in the battle to have women admitted to the State University. The article gives attention to her racist attitudes towards African-Americans and her support of working-class white women.

307. Foster, Virginia. "The Emancipation of Pure, White, Southern Womanhood." New South 26(1): 46-54, 1971.

The author gives an account of growing up in the Deep South in the early part of the twentieth century. Particularly enlightening is her description of Southern belles and her first meeting with a Black student at the dinner table at Wellesley College.

308. Freeman, Anne Hobson. "Mary Munford's Fight For A College For Women Co-Ordinate with the University of Virginia." Virginia Magazine of History and Biography 78(4):481-491, 1970. notes.

Mary Munford worked many decades to establish a coordinate college for women at the University of Virginia. The College was to be modelled after Radcliffe and Newcomb. This overview is helpful in tracing the narrow defeat of the Virginia bill to found such a college in 1918. Also provided is information on Mary Washington College and other institutions of higher learning for women in Virginia.

309. **Friedlander, Amy. "*Not a Veneer or a Sham*: The Early Days of Agnes Scott." Atlanta Historical Journal 23:31-44, Winter 1979-1980. notes.**

The Decatur Female Institute was founded in 1889. By 1905, this academy had been renamed Agnes Scott College and transformed into a four year-college. The school came to advocate a course of study for women as rigorous as that afforded men but retained the idea of the gentle Southern belle. The article shows how this philosophy was also held by other Southern schools. The influence of Protestantism on the faculty of Agnes Scott, and early prohibitions against employing teachers who were not members of an evangelical Christian sect are examined. The role of the Southern Association of Colleges and Secondary Schools as an accrediting body is mentioned.

310. **Garbin, Albeno P. "Criminal Justice Education and Employment in Georgia: The Case of Women." See Boles, Jacqueline in this section.**

311. **Gardner, Robert G. "Woodland Female College." Viewpoints: Georgia Baptist History 6:71-82, 1978. notes.**

Woodland Female College operated as a seminary in Georgia between 1851 and 1863. The campus, administration, faculty, curriculum, fees, rules, and other matters are discussed.

312. **Gary-Harris, Faye. "Racial Myths and Attitudes Among White Female Students at the University of Florida" in Stepping Off the Pedestal: Academic Women in the South. See Part III-Books under Stringer, Patricia.**

313. **Goodsell, Willystine. "The Educational Opportunities of American Women...Theoretical and Actual." Annals of the American Academy 143, May 1929. notes, tables.**

This essay gives statistics on the number of girls and women in secondary schools, colleges and universities, and various professions from the early 1900s to the mid 1920s. Appearing within a special issue of the Annals, the study is one among many that deal with women's roles in the home, in industry, in business, and in the professions. Various attitudes towards the women's movement, as well as towards women, are also discussed. The volume was edited by Viva Booth.

314. **Graham, Eleanor. "Belmont: Nashville Home of Adelicia Acklen." Tennessee Historical Quarterly 30(1): 345-368, Winter 1971. illus.**

The home of Adelicia Acklen became Belmont College, a finishing school and junior college. Belmont Junior College (1899-1912) and Ward-Belmont (1912-1951), and Belmont College (1951-present) are described here with attention to curriculum, dress, and finances.

315. **Graham, Patricia A. "Expansion and Exclusion: A History of Women in American Higher Education." Signs: A Journal of Women in Culture and Society 3(4):759-773, Summer 1978. notes, tables.**

This article details the history of higher education in the U.S., specifically the growth and then decline of educational diversity that characterized the years 1870 to the present. Education for women and men is discussed with particular emphasis on how women fared less well during recent trends involved in the building of research centered institutions. No specific mention of Southern institutions is made. The author analyzes curriculum changes that affected all education and examines the opportunities available to educated women in the U.S. as a whole.

316. **Gray, Ricky Harold. "Corona Female College, 1857-1864." Journal of Mississippi History 42(2):129-134, 1980.**

Corona Female College was established in 1857 in Corinth, Mississippi and operated until 1861. Corona's short history, its use as a hospital in the Civil War, and the role of its founders are discussed in this brief summary.

317. **Green, Fletcher Melvin. "The Higher Education of Women in the South Prior to 1860" in Democracy in the Old South and Other Essays edited by J. Copeland. Nashville: Vanderbilt University Press, 1969. pp. 199-219. notes.**

This essay provides a discussion of the legislative and social history of women's education in the antebellum South. The author notes that "the campaign for higher education for women became closely associated with the development of public schools" and the public school system's need for teachers. He denies that sectional feeling had an influence on the establishment of academies for girls and young women and also asserts that much has been written on women's education.

318. **Griffin, Richard W. "Athens College: The Middle Years, 1873-1914." Methodist History 4(1): 46-58, 1965.**

Athens College (Athens, Alabama) was founded in 1873 and grew to a college which in 1913 was granted a grade A rating by the General Board of Education of the Methodist Episcopal Church, South. The latter rating meant that the College was viewed as one of the important colleges for women in the South. The various administrations of the College, fund-raising efforts (including one beauty contest), curriculum, and faculty composition are noted in this article.

319. **Griffin, Richard W. "Wesleyan College: Its Genesis, 1835-1840." Georgia Historical Quarterly 50(1): 54-73, 1966.**

Wesleyan College was founded as the Georgia Female College in 1835 and rechartered in 1842 as Wesleyan Female College. In its early days, the College did not provide higher education for women but rather secondary education at the seminary level. Financial difficulties and controversies concerning administration are discussed in this paper. Wesleyan is a good example of those early schools upon which Southern women's colleges were built. Thomas Woody's History of Women's Education recognized Wesleyan as the oldest chartered college for women in the U.S.

320. **Guy-Sheftall, Beverly. "Black Women and Higher Education: Spelman and Bennett Colleges Revisited." Journal of Negro Education 51(3):278-283, Summer 1982. notes.**

"The impact that Spelman and Bennett Colleges have had on educational opportunities for Black women" have been great. The author here discusses selected Spelman and Bennett alumnae and presidents, and provides a bibliography on Black women and higher education. The administrative histories of the two colleges and the special goals of a college for Black women are also discussed.

321. **Guy-Sheftall, Beverly. "A Conversation with Willa B. Player." Sage: A Scholarly Journal on Black Women 1(1): 16-19, Spring 1984.**

In 1955, when Player became President of Bennett College, she was the first African-American woman to head a Black women's college in the U.S. In 1966, she left to become Director of the Division of College Support in the U. S. Office of Education. This interview looks at her work, her life, and her thoughts on women's education.

322. **Guy-Sheftall, Beverly. "Women's Studies at Spelman College: Reminiscences from the Director." Women's Studies International Forum 9:151-155, 1986.**

A personal account of the author's educational and professional life, this essay traces the influence of the author's mother, the author's studies, and her affiliation with other women's studies scholars in the development of her own thinking as well as the development of the Spelman Women's Center. Spelman's curriculum, the accomplishments of the Women's Studies Program in curriculum revision and in programs involving the larger community of Atlanta and the world are also explored.

323. **Hall, Jacquelyn Dowd and Anne Firor Scott. "Women in the South" in Interpreting Southern History: Historiographical Essays in Honor of Sanford W. Higginbotham edited by John Boles and Evelyn Nolen. Baton Rouge: Louisiana State University Press, 1987. pp. 454-509. notes.**

This essay traces the development of the historiography of Southern women and contains a discussion on many works which would be of assistance to scholars of Southern women's history in general. The authors note that the history of education has "attracted few modern scholars" and cites six seminal works with which others may begin research.

324. **Harley, Sharon. "Beyond the Classroom: Organizational Lives of Black Female Educators in the District of Columbia, 1890-1930." Journal of Negro Education 51(3):254-265, 1982. notes.**

Though technically outside the geographic concerns of this bibliography, Black teachers in the District of Columbia often had Southern backgrounds. Moreover, a study of their professional lives offers information which could be useful to scholars studying educated Black women in the South. The philosophies behind both teaching and women's clubs are discussed in this article.

325. Harper, Roland. "Matrimonial Prospects of Southern College Women." Journal of Heredity 21:29-33, 1930. notes, graphs.

The author conducted a survey of names in the 1926 and 1927 alumnae directories of the Georgia State College for Women, Florida State College for Women, and Agnes Scott College in order to determine the percentage of graduates and non-graduates who married. He presents a graph showing a marriage rate for approximately 50-70% for women graduates from the years 1916-1925. A discussion of his findings gives insight into ideas about marriage and higher education. References are also given to other studies dealing with a concern that "about half of the women who graduate from American colleges never marry."

326. Harris, Ted C. "Jeannette Rankin in Georgia." Georgia Historical Quarterly 58:55-78, Spring 1974. illus.

Jeannette Rankin was the first woman to be elected to Congress and was active as a reformer in Georgia from 1924-1973. Rankin was particularly involved in peace work during her Georgia years. Her never-realized appointment at Brenau College, a female liberal arts institution in Gainesville, was designed to enable her institutional support for her ideas. Her activities with other institutions of higher learning also offered the opportunity to affect public policy.

327. Harwood, Patricia C. "Creating Empowering Campus Climates for Women." See Neff, Laurie A. in this section.

328. Hemmings, Annette. "Women's Colleges and Women Achievers: An Update." See Rice, Joy K. in this section.

329. Henry, Inez. "Famous Georgia Women: Martha Berry." Georgia Life 6(2):30-32, 1979.

Martha Berry lived from 1866 to 1942. In 1902, she opened a school where boys would be taught to work "with their hands" as well as their intellects. In 1909, a similar school for girls was opened. The Berry Schools achieved international notoriety bringing literacy as well as skills to thousands of Georgia youngsters.

In 1926, a junior college was also added to the institution. This biography of her life explores her philosophy and her curriculum and might be helpful to researchers looking at the activities of educational administrators as well as the social and economic milieu of the South, particularly in the years 1902-1926.

330. **Hine, Darlene Clark. "From Hospital to College: Black Nurse Leaders and the Rise of Collegiate Nursing Schools." Journal of Negro Education 51(3):222-237, 1982. notes.**

Nurse training schools offered institutions in which women could receive an education while also acquiring a marketable skill. This article discusses the development of nurses training for Black women, and highlights the work of Rita Miller in the establishment of the Division of Nurse Education at Dillard in New Orleans and of Elizabeth Lancaster Carnegie in the transformation of the Nursing School at Florida A & M.

331. **Hine, Darlene Clark. "Opportunity and Fulfillment: Sex, Race and Class in Health Care Education." Sage: A Scholarly Journal on Black Women 2(2):14-19, Fall 1985. notes, tables.**

This overview explores the "extent of medical education and nurse training opportunities available and accessible" to Black women in the late Nineteenth- and and Twentieth-centuries. (A fuller account of this is also found in Hine's book as listed in Part III-Books.) The author here provides an examination of the medical and nursing schools, teaching hospitals, the number of Black women who became doctors and nurses, and a discussion of changes in medical training for Black health professionals in the past century. Tables include a listing of "Medical Colleges for Blacks, 1865-1920," and "Early Nursing Schools for Black Women, 1886-1911."

332. **Hohner, Robert A. "Southern Education in Transition: William Waugh Smith, the Carnegie Foundation, and the Methodist Church." History of Education Quarterly 27(2):181-203, Summer 1987. notes, illus.**

Founded in 1893, Randolph-Macon Woman's College quickly became a leader in the education of Southern white women. As early as 1906, the Carnegie Foundation named the school one of only two other private colleges and universities in the entire South with admission standards high enough to qualify for the Carnegie pension plan. This brief history discusses the evolution of

Randolph-Macon under the leadership of William Waugh Smith and particularly the role of secular versus Methodist church forces in the school's development.

333. Holland, Dorothy C. "Culture Sharing Across Gender Lines: An Interactionist Corrective to the Status-Centered Model." American Behavioral Scientist 31(2):219-234, November/December 1987. notes.

This study concerns the way young women and men learn of romance and school within a Southern university. Though primarily concerned with methodology, the study as presented in this article does describe traits of peer groups on a Southern campus, attitudes towards education within a coeducational setting, and the social environment in which these Southerners came into adulthood. See also Part III-Books under Holland, Dorothy C.

334. Holland, Dorothy C. "Women's Ways of Going to School: Cultural Reproduction of Women's Identities as Workers." See Eisenhart, Margaret A. in this section.

335. Hollow, Elizabeth Patton. "Development of the Brownsville Baptist Female College: An Example of Female Education in the South, 1850-1910." West Tennessee Historical Society Papers 32:48-59, 1978.

Noting the growth of the philosophy of "the hand that rocks the cradle rules the world" around the 1850s --- and its part in the work of the Baptists in Tennessee, the author of this paper looks at the development of Brownsville Female College in Tennessee. "Its program and standards and especially the problems encountered through the approximately 60 years of its existence" are explored. The paper also compares education at Brownsville to the growth of recognized women's colleges.

336. Holloway, Lou. "We Were Professionals" in Growing Up Southern edited by Chris Mayfield. New York: Pantheon Books, 1981. pp. 65-72.

This is a personal reminiscence of the Piney Woods School, located near Jackson, Mississippi. At Piney Woods, like other schools for African-Americans, students were organized to perform as musicians or to sell artifacts in order to raise money for their education and for the education of others. This essay describes the work of a member of the Piney Woods female jazz band (The Sweethearts of Rhythm and later the Rays of Rhythm). Although Piney Woods was a high school, many colleges undertook similar endeavors, some of which are mentioned in the article.

337. **Hope, John. "Our Atlanta Schools." Voice of the Negro 1:10-16, 1904. illus.**

This newspaper story provides brief information on Atlanta University, Clark University, Atlanta Baptist College, Gammon Theological Seminary, Spelman Seminary, and Morris Brown College. Comparing the various Atlanta institutions, the author asks "for what do they stand, what is their contribution to the thought and life of the age?" He then discusses administration and curriculum and notes that only 58% of the total enrollment are in the college departments and that preparatory education is not being adequately provided by public high schools. Related articles on club women, women leaders of various causes, and other issues of relevance to the education of African-American women appear in later issues of the Voice of the Negro. The Voice is an especially good source for illustrations, short biographical sketches of women contributors and advertisements for colleges for African-Americans. The "Monthly Review" column in various issues reports on women's education, for example, the May 1905 issue provides a comment on Spelman's twenty-fifth anniversary.

338. **Hopkins, Janet. "Educating Today's Women: Differing Perceptions on Educational Programming." See Bennett, Stephanie M. in this section.**

339. **Horwitz, Elinor L. "Sister President: Johnnetta Cole." Outlook 85(2):12-15, April/May 1991.**

This commentary profiles Johnnetta Cole, the recipient of the 1991 Achievement Award granted by the American Association of University Women. The article gives biographical information on Cole and highlights her work as President of Spelman. The history of Spelman, programs currently available to students, senior administrative staff, and fund-raising are also discussed.

340. **Howe, Elizabeth M. "The Southern Girl: A Neglected Asset." Educational Review XXXIII:287-297, March 1907.**

Studying the "catalog of a Southern college for girls," the author discusses the goals, philosophy, curriculum, and funding of programs for the education of women in the South. Noting that 80 percent of teachers in elementary and secondary schools will be women, she calls for extensive reform in all such programs. She briefly discusses the Southern Association of Collegiate Women and lists three steps needed for reform: the establishment of good secondary schools, the establishment of scholarships in Northern colleges for Southern girls (at the time of her writing, Vassar enrolled 29 Southern girls out of a total enrollment of 1000), and increases in endowments to Southern colleges. She notes that Newcomb College had the highest endowment ($300,000), with Randolph-Macon having the second highest at $119,000. These endowments are compared to those of much greater amounts in the North.

341. **Hughes, Robert M. and Joseph A. Turner. "Notes on the Higher Education of Women in Virginia: Roanoke Female Seminary, Valley Union Seminary, Hollins Institute and Hollins College." William and Mary Quarterly 9(2):325-334, October 1929. illus.**

Rules of the Roanoke Female Seminary (1839-1842) are reprinted here. Behavior and dress, the schedule of students, and tuition are addressed. Following the rules is biographical information on the proprietor and principal of the school. The school was sold to the Valley Union Educational Society in 1842 and later became Hollins College. A chronology of Hollins' history and a brief biographical account of Charles Lewis Cocke (1820-1901), the founder of Hollins, also follows.

342. **Ihle, Elizabeth Lee. "Black Women's Education in the South: The Dual Burden of Sex and Race" in Changing Education: Women as Radicals and Conservators edited by Joyce Antler and Sari Bicklen. Albany: University of New York Press, 1990. pp 69-80. notes.**

An excellent overview of the education of African-American women in the South, this essay looks at the pedagogy which developed between 1865 and 1940. The education of Black women had two main focus points: to inculcate morality and to prepare women for work. The emphasis on morality as well as domesticity followed the pattern of white women's education. However, the preparation for work did not. The author points out that "black women's education also often prompted a liberation from the sexual predations of white men as more Black women developed skills that moved their employment away from white homes and offices." She also notes the importance of vocational education, the Jeanes teachers, the Morrill Act, and other subjects of interest to scholars.

343. **Irvine, Jacqueline Jordan. "The Black Female Academic: Doubly Burdened or Doubly Blessed" in Stepping Off the Pedestal: Academic Women in the South see Part III-Books under Stringer, Patricia.**

344. Jemison, Marie Stokes. "Ladies Become Voters: Pattie Ruffner Jacobs and Women's Suffrage in Alabama." Southern Exposure 6:48-59, Spring 1979. illus.

This summary chronicles the history of women's suffrage in Alabama from 1904 to 1918. The mention of Jacobs at Ward in Nashville, the activities and concerns of women's clubs, and the "pedestal-image" of women reformers in the South are also discussed.

345. Jenkins, Martin D. "Enrollment in Negro Colleges and Universities, 1939-40." Journal of Negro Education 7:118-123, April 1938. tables.

Based on statistics provided by Negro colleges in 1937, this study gives enrollment figures and percentages as well as distribution by sex in undergraduate and graduate programs. Responses were received from 96 percent of all institutions queried. Tables give information on numbers of students earning degrees, distribution of Negro college enrollment by states, enrollment in graduate schools, and graduate degrees conferred.

346. Johnson, Guion Griffis. "My Exploration of the Southern Experience." North Carolina Historical Review 57(2):192-207, 1980. notes, illus.

A woman historian writes of her professional life from 1921 to 1980. Without comment, she mentions details of sexism, as well as her own successes as a historian. With her sociologist husband, Guy Johnson, she contributed to Gunnar Myrdal's An American Dilemma. She also wrote extensively about social history in the South. Her account provides insights into the history profession as seen by a woman in the 1930s, 1940s, and 1950s. Also interesting are her brief comments on previous career aspirations in chemistry, previous work as a journalist, and the reactions of three institutions to a married couple seeking employment within the same institutions.

347. Johnson, Kenneth R. "Florence University for Women." Alabama Historical Quarterly 38(4): 305-311, Winter 1976. notes.

Florence University for Women in Florence, Alabama, operated from 1905 to 1910. The founding, curriculum, cost and campuses of the university as well as its role in the local community, and its demise through a fire which burned its main building are discussed in this account.

348. **Johnson, Kenneth R. "The Peabody Fund: Its Role and Influence in Alabama." Alabama Review 27(2):101-126, 1974. notes.**

Though this article does not deal directly with the higher education of women in the South, it does provide information on the founding of various normal schools in Alabama and the summer teachers' institutes initially supported by the Peabody Fund.

349. **Johnson, Kenneth R. "Urban Boosterism and Higher Education in the New South: A Case Study." Alabama Historical Quarterly 42(1-2):40-58, Spring/Summer 1980. notes.**

The citizens of Florence, Alabama supported three institutions of higher education during the years 1870 to 1905. Such support added to the economic development of the town. The specific development and demise of Baptist University, the personalities involved in promoting the school, the architecture, the interiors of the buildings, the curriculum, and the administrators are discussed in relation to the town. The author quotes from a local newspaper that found "University life" as known to young women at Baptist too advanced for the community.

350. **Jones, Jacqueline. "Women Who Were More Than Men: Sex and Status In Freedom's Teaching." History of Education Quarterly 19(1): 47-59, Spring 1979. notes.**

This article gives an overview of the lives of American Missionary Association teachers with respect to their work with male superintendents in the post-Civil War South. Salaries as well as philosophy are discussed. (For a more extensive look at the work of such women as teachers, the researcher may wish to refer to Jones' book Soldiers of Light and Love.)

351. **Jones, Virginia K. "The Journal of Sarah G. Follansbee." Alabama Historical Quarterly 27(3-4):213-258, Fall/Winter 1965. notes.**

Sarah Follansbee was a New England woman who came South to teach in the year 1859 and remained during the Civil War. Her journal chronicles her work and interactions within Montgomery. Follansbee supported the Union but maintained good relations with her neighbors and students. Her journal gives observations on the war, teaching, personal finances, and life with her sister and others.

352. **Kittrell, Flemmie. "Home Economics at Bennett College for Women." Southern Workman 60:381-84, 1931.**

The curriculum in home economics at Bennett in 1931 included many courses concerned with time management as well as homemaking. All freshmen were required to take a course known as "The Art of Right Living." Information is provided in this account on courses such as home management, foods and nutrition, and clothing. Bennett's outreach to the community is also discussed.

353. **Ladner, Joyce A. "Black Women as Do-Ers: The Social Responsibility of Black Women." Sage: A Scholarly Journal on Black Women 6(1):87-88, Summer 1989.**

In discussing the sense of duty and obligation to better one's world, the author of this address at Spelman's "Symposium on The Empowerment of Black Women" names a number of teachers, students, and activists.

354. **Lamon, Lester C. "Black Public Education in the South, 1861-1920: By Whom, For Whom and Under Whose Control." Journal of Thought 18:76-90, Fall 1983. notes.**

This article is mainly concerned with elementary and secondary schools but might be helpful to scholars considering the work of Black women teachers and administrators.

355. **Langland, Elizabeth. "Women's Studies at Vanderbilt---Toward a Strategy for the Eighties" in Stepping Off the Pedestal: Academic Women in the South. See Part III-Books under Stringer, Patricia.**

356. **Leffal, Doris C. and Janet L. Sims. "Mary McLeod Bethune-The Educator; Also Including a Selected Annotated Bibliography." Journal of Negro Education 45(3):342-359, 1976. biblio.**

Mary McLeod Bethune, who lived from 1875 to 1955, is generally hailed as one of the most important educators in American history. Bethune was the founder of the Daytona Normal and Industrial School for Training Negro Girls (1904) which later became the coeducational Bethune-Cookman College (1924). She also served as a leader in a number of other activities, founding the National Council of Negro Women in 1935, and working as the Director of the Division of Negro

Affairs in the National Youth Administration under Franklin Roosevelt and as an officer in many other organizations. This biographical summary gives a 15 page bibliography.

357. **Lewis, Wilber Helen. "Mansfield Female College Reunion-1974." Journal of the North Louisiana Historical Association 6(1):30-32, 1974. illus.**

A marker on the grounds of Mansfield College describes it as the first college for women west of the Mississippi River. Founded in 1844, the College provided seminary education for girls and young women. Three drawings of the College, a description of existent documentation on the College, and the program of a 1974 reunion are included in this brief overview. The school was closed in 1930.

358. **Little, Monroe H. "The Extra-curricular Activities of Black College Students, 1868-1940." Journal of Negro History 65(2):135-148, Spring 1980. notes.**

Literary and debating societies, athletic teams, sororities and fraternities developed at Black colleges and universities along similar lines as such extra-curricular activities developed in white institutions. The names of those groups which were segregated by sex are also given, for example, the Phyllis Wheatley Society and the Young Ladies Lyceum. The author devotes some attention to the role of light skin color and a pleasing personality in admission to sororities. Though primarily an overview of male organizations, the article would be important to those researching female activities within such schools as Atlanta and Fisk.

359. **Lloyd, Alice. "Education for Southern Women." Proceedings of the Tenth Conference for Education in the South. Pinehurst, N.C.: Executive Committee of the Conference for Education in the South, 1907.**

This presentation provides insights into secondary and collegiate education for women from the 1880s to 1907. Regional attitudes, curriculum, and specific institutions are discussed.

360. **Loving, Boyce. "Historical Sketch of Mary Washington College." Southern Association Quarterly II(4):466-469, November 1938.**

In 1908, the General Assembly of Virginia established the State Normal and Industrial School in Fredericksburg. In 1911, the school opened its doors to students. This sketch discusses its setting within the town of Fredericksburg, its curriculum, and its philosophy. Named for George Washington's mother, the College is "committed to the task of promoting the general educational welfare of Virginia by inculcating in the young women who are to be the teachers of the youth, the mothers of the race, honest industry, good manners, general culture, and sound learning." The dormitories are also described in some detail. "Every room is an outside room with a plenty of ventilation and light, hot and cold water, single beds, built-in closets, and other necessary furniture and equipment."

361. Lyon, Ralph M. "The Early Years of Livingston Female Academy." Alabama Historical Quarterly 37(3):192-205, Fall 1975.

This article gives an overview of the purpose of academy education, noting that most academies were founded through "denominational interest and sectarian pride." One of the founding members of the Alabama family that started Livingston Academy wrote: "thus all our daughters enjoyed advantages in our Seminary of becoming well-educated under the direction of men of their own faith." The article then gives a history of Livingston between 1835 and 1881, noting that the "golden age" of the school really came with the tenure of Julia Strudwick Tutwiler as principal in the early twentieth century. Livingston Academy grew to a college and is, at present, a university.

362. Lyson, Thomas A. "Race and Sex Differences in Sex Role Attitudes of Southern College Students." Psychology of Women Quarterly 10(4): 421-427, December 1986. notes, table.

In this survey of sex role attitudes of students, a set of nine issues pertaining to social and economic equality between men and women and to work and family roles for women were evaluated. The author found that sex, rather than race, is the primary determinant of sex role attitudes. Differences in perceptions of roles was found, however, between Blacks and whites. Blacks were more likely than whites to feel that a "woman's real fulfillment in life comes from motherhood" and at the same time, to feel that work for women with school age children is appropriate.

363. Marteena, Christina. "A College for Girls." Opportunity, 16(11):306, 1938. illus.

This article briefly discusses the history of Bennett College from 1926 to 1938. The curricular and extracurricular activities of students, the Homemaking Institute, the Nursery School and the Parent Education Center are especially noted.

364. Martin, Sandy Dwayne. "The American Baptist Home Mission Society and Black Higher Education in the South, 1865-1920." Foundations 24(4):310-327, 1981. notes.

Remarking on "the rise of Blacks from...slavery to their establishment and management of independent ecclesiastical institutions" from 1865 to 1920, the author explores the activities of the American Baptist Home Mission Society. Although the greater part of the article concerns the general efforts of the Society, the author chooses Spelman College as one of two schools to illustrate the support given by the Society. Particularly important is his record of Spelman's nursing training program which began in 1886, Spelman's missionary training program (1891) and Spelman's teacher training program (1892). He writes of the work of specific Spelman graduates in African missions and the education of five African women at Spelman in 1900. Regarding its growth, he writes that Spelman "in 1882 had only two teachers, eleven students, and was meeting in an uncomfortable basement, had by 1902 acquired 42 teachers, an enrollment of 700 students, and had possession of a campus site and buildings worth a total of $350,000."

365. Massey, Mary Elizabeth. "The Making of a Feminist." Journal of Southern History 39(1):3-22, 1973. notes.

An overview of the diaries of Ella Gertrude Clanton Thomas written between 1848 and 1889, this article provides information on the reading, education, and interest of an upper-middle class white woman in Georgia. The diaries themselves were published in 1990 and are listed in Part III-Books. Ella Thomas was often dissatisfied with her life and wrote of some of her disappointments which centered around a life restricted by societal expectations of women.

366. Mathis, G. Ray. "Walter B. Hill and the Savage Ideal." Georgia Historical Quarterly 60(1):23-34, 1976. notes.

Walter Hill and his role as administrator of the University of Georgia are often studied in the history of the post-Civil War South. His tenure as Chancellor of the University from 1899-1905 set the stage for the development of a modern institution. His views toward the admission of women to the University and toward Rebecca Latimer Felton are briefly mentioned in this article.

367. Mayo, Janet. "The Authority to Govern and the Right to Dance on Campus at Centenary College." North Louisiana Historical Association Journal 9(4):205-218, Fall 1978. notes.

As late as 1941, conservative Methodists opposed dancing as "a sinful act." Study of the controversy which surrounded the decision to allow dancing at Centenary College is helpful in providing information on the administrative history of colleges affiliated with religious groups, and in describing the atmosphere of such institutions. Though not directly touching on the role of women within the College, women were active in the controversy. The Woman's Club, for example, sponsored the first on-campus dance.

368. McAffee, Mildred H. "Segregation and the Women's Colleges." American Journal of Sociology 43(1):16-22, July 1937.

This article discusses the founding of women's colleges and attitudes toward women's education. The provision of an excellent liberal arts education, the author notes, proved to be the reason for continued interest in sex-segregated institutions.

369. McBryde, John M. "Womanly Education for Woman." Sewanee Review 5:467-484, 1907.

Presenting an introduction to the history of women's education, the author discusses the founding of Vassar, Wellesley, Smith, Bryn Mawr, Randolph-Macon and then asks two questions concerning education in the South. The questions are "should the courses offered in colleges for women be different from those given in men's colleges?" and, "should the studies pursued in women's colleges follow along exactly the same lines as the corresponding studies in colleges for men?" He then discusses "women's work in life" and how literature, music and art, domestic economy and economics should address preparation for adult life. The curricula in women's colleges, he concludes, should be "different" and should not follow along the same lines as the curricula offered men. "Education which takes no account of differences in sex is misdirected and mischievous." The Southern version of ideal womanhood and the glorification of the Old South in educational circles of the early 1900s are quite clearly illustrated by McBryde's opinions.

370. **McCain, J.R. "Agnes Scott College." Southern Association Quarterly X(4):543-550, November 1946.**

The history of Agnes Scott College as a Presbyterian college, its early faculty and finances are discussed in this article. In 1897, the College adopted as its general program: "a liberal curriculum, the bible a textbook, thoroughly qualified and consecrated teachers, a high standard of scholarship, all the influences of the College conducive to the formation and development of Christian character, the glory of God the chief end of all." The influence of this program throughout the College's existence is noted.

371. **McCandless, Amy Thompson. "From Pedestal to Mortarboard: Higher Education for Women in South Carolina from 1920 to 1940." Southern Studies 23(4):348-363, Winter 1984. notes.**

This article examines the impact of higher education for women on the image of the Southern lady in South Carolina between 1918 and 1940. Focusing on Winthrop College, a single-sex college designed to provide vocational training, and the College of Charleston, a liberal arts college which did not admit women until 1918, the author looks at curricula, attitudes toward women and their education, women's academic performance, social life, faculty salaries, and other aspects of life at the two institutions. The author places Southern customs, regulations, and curricula within a national framework and draws upon primary as well as secondary sources.

372. **McCandless, Amy Thompson. "Maintaining the Spirit and Tone of Robust Manliness: The Battle against Coeducation at Southern Colleges and Universities, 1890-1940." National Women's Studies Association Journal 2(2):199-216, Spring 1990. notes.**

Pointing out that Southern colleges and universities "were among the most vehement opponents to coeducation," the author explores coeducation and the lack of coeducation in Virginia, North Carolina, South Carolina and Georgia in the years 1890 to 1940. She shows how the coordinate colleges were introduced in order to prevent true coeducation. And she traces the attitudes and actions of the male legislators, administrators, faculty, and students toward female students. The article also provides a comparison of the education of white females to that of African-Americans in the South, noting both the historical connection between abolitionists and women's rights workers, and the fact that the coordinate state college was "the female counterpart of the Black state college." Extensive footnotes and references, useful for any study of the higher education of women in the South, are also provided.

373. **McCandless, Amy Thompson. "Pedagogy and the Pedestal: The Impact of Traditional Views of Woman's Place on the Curricula of Southern Colleges in the Early Twentieth Century." Journal of Thought 20(3):263-278, Fall 1985. notes.**

The author of this essay offers a thorough examination of the curricula of Southern women's colleges, normal and vocational schools for women, and the women's departments of universities. She discusses both traditional and utilitarian views of education and variations on the two as devised by Southern institutions. Relying on both primary and secondary sources, she provides information on administration, faculty, students, as well as specific courses.

374. **McCandless, Amy Thompson. "Preserving the Pedestal: Restrictions on Social Life at Southern Colleges for Women, 1920-1940." History of Higher Education Annual 7:45-67, 1987. notes.**

The author begins by noting that single sex institutions were more popular in the South than in other parts of the U.S. Citing Virginia as an example (with 74.5% of all undergraduate white women in women's colleges), she describes how the homogeneity of Southern white women's colleges; the Southern view of the gentle, morally superior, charming woman; and the regional participation in fundamental religion all worked to segregate women from men in institutions of higher learning. Using institutional histories, catalogs, manuscripts, and alumnae questionnaires, she documents "the extent to which practices in the South were affected by educational trends in the Northeast and Midwest and the degree to which women in the South were limited by the antebellum image of the lady."

She gives particular attention to rules governing social life, dress, and religion. She also discusses how traditions within colleges and universities reinforced "antebellum conceptions of womanhood" and worked to preserve the status quo.

375. **McCants, Dorothea Olga. "St. Vincent's Academy: The First Century, 1866-1971." Journal of the North Louisiana Historical Association 3(3):73-79, 1972. illus.**

The Daughters of the Cross, a French religious teaching order, have taught girls and women at St. Vincent's in Shreveport since 1866. The nuns' purchase of a 100-acre plantation, their transformation of the plantation into a school, their administration of the school, and their relations with the community and priests occurred between 1866 and 1977. The establishment of a state accredited college within the school in the early 1920s and its demise in 1942 followed a trend among Catholic girls' schools.

376. **McClary, Ben Harris. "The First Professorship of English Literature in America." Georgia Historical Quarterly 57(2):274-276, 1973. notes.**

"The first professorship of English literature to be established in the United States was that which was offered by Wesleyan Female College in Macon, Georgia in 1844." Three persons held this appointment from 1844 to 1904. Particularly interesting is the description of the life and work of Alice Culler Cobb as the third appointee and as "Lady Principal, a job comparable to a present-day deanship."

377. **MacCracken, Henry Noble. "Girls Who Want to Go to France." The Independent 94:248, 11 May 1918.**

A number of women's colleges sent units of women to France to work during and after World War I. These young women went under the auspices of the YWCA and the American Red Cross. This article discusses various units from the Northeastern women's colleges. A unit also went from Sophie Newcomb College.

378. **MacDonald, Lois. "Has Education Failed the South?" Journal of the American Association of University Women 25(2), January 1932.**

The role of education in the lives of Southern middle- class women, the role of educated women as leaders in reform, and other issues about the failure of the South to maintain adequate educational facilities concerned the members of the

AAUW and the Southern Association of College Women. A complete set of the Journal may be found at the Associations' Library in Washington, D.C. as listed in Part VI.

379. **McHale, Kathryn. "Education for Women: The Significance of Present-Day College Education for Women and Curriculum Changes." The Journal of Higher Education 6(9):459-468, December 1935. notes.**

This study looks at curriculum developments in women's colleges and coeducational institutions in the 1920s and 1930s. The growth of independent studies and honors work, the comprehensive examination in lieu of credits, the faculty advisor, the usefulness of resident life as a part of education, and other developments are discussed. Although most of the findings are based on Northeastern, Midwestern, and Western schools, a few Southern schools are mentioned, such as Sweet Briar, Rollins, and Florida College for Women.

380. **McLemore, Richard A. "The Roots of Higher Education In Mississippi." Journal of Mississippi History 26(3):207-218, August 1964. notes.**

This article discusses the founding and development of Mississippi's various colleges and universities from 1802 to the 1960s. The author devotes some attention to the history of the education of women in Mississippi. He notes that the Mississippi State Legislature voted in 1856 for a public tax-supported institution for the education of women. Sallie Eola Renau was responsible for the petition which preceded this legislative move. Unfortunately, the college and politicians discouraged women's enrollment and in fact, the legislature never appropriated the money to enable their enrollment. Forty-two years later, the legislature did provide money for a separate woman's college, the Industrial Institute and College for Women (later Mississippi State College for Women) as the first public tax-supported institution for women in the U.S.

381. **McVea, Emilie M. "The Present Curricula of Colleges for Women."- School and Society 12(300):241-245, September 25, 1920.**

Defining the classical college which required Latin and mathematics of its students, the author looks at Northeastern, Western, and Southern women's colleges. Most women's colleges modelled their curriculum on the classical ideal. However, she notes that in the 1910s and the 1920s, Goucher made radical changes in requirements and that Goucher's change would probably influence

Southern colleges. Of these, she notes the curriculum of Randolph-Macon, Agnes Scott, Westhampton, Converse, and Florida State. All these require Latin and offer no vocational courses. Newcomb, however, does not require Latin, permits "considerable freedom in elective units, and offers a B.A. in education." The author also notes that the Western colleges and the large number of Southern colleges for women allow, in general, greater freedom in entrance requirements and in the offering of vocational subjects. She also lists five trends she envisions for the future of the college curriculum and notes specific changes needed to gear the curriculum towards vocation and good citizenship.

382. McVea, Emilie M. "Women's Colleges and the Southern Association." Proceedings of the Association of Colleges and Secondary Schools 14:108-113, 1922.

The Southern Association of College Women, finding "neither the money nor the other facilities for investigating and standardizing colleges," determined to accept for membership those colleges which met the requirements of the Southern Association. In this article, the president of Sweet Briar, writes of what the women's colleges have to give to the Association and what coeducational colleges and universities give to women's colleges. Foremost among the contributions of the women's colleges are their high standards in liberal arts, their rigid enforcement of entrance requirements, the development of physical education programs, and the place of good eating habits. Women's colleges gain from membership by the establishment of academic standardization, the introduction of many new courses, and the involvement of the colleges in community improvement efforts.

383. Monroe, Margaret Towers. "A Short Sketch of Mrs. Anna Calhoun Smith's Vernon School, 1885-1901." Journal of the North Louisiana Historical Association 7(3):104-107, 1976.

Anna Calhoun Smith established a school to educate her step-children and their cousins. The school grew in response to community interest. Among Mrs. Smith's students from 1885 to 1901, were children who were to become "ministers, teachers, presidents of three Louisiana colleges, and a U.S. Senator." This sketch of her life and school is helpful to a study of the higher education of

Southern women for its mention of the Louisiana Chautauqua (1892-1906) which operated as a normal school for teachers. Mrs. Smith attended the Chautauqua each August, renting a room in Ruston, Louisiana and arranging instruction for her children there while she studied.

384. Moore, Malvin E. "Mainstreaming Black Women in American Higher Education." Journal of the Society of Ethnic and Special Studies 5: 61-69, Spring-Summer 1981. notes, tables.

In a survey of 50 African-American and 50 Caucasian institutions, the author asked eight questions regarding the presence of Black women as staff and faculty. A number of the responding institutions were located within the South. This paper gives conclusions and a model for mainstreaming Black women into American education.

385. Moore, Ray Nichols. "Molly Huston Lee: A Profile." Wilson Library Bulletin 46(6):432-439, 1975. notes.

Mollie Huston Lee was the first African-American to receive a scholarship to Columbia University School of Library Science. This informal biographical essay discusses her professional life and the means by which she built the Harrison Library in Raleigh, North Carolina. She was also the founder of a professional association for African-American librarians.

386. Morris, Edith L. "Typical Rooms in Women's Colleges." Harper's Bazaar 33:1050-1054, August 1900. illus.

In this brief article, the author provides photographs of dormitory rooms at Wells, Wellesley, Bryn Mawr, and Baltimore Woman's College. She also discusses the philosophy of interior decorating of rooms within women's colleges.

387. Murray, Frank S. "A Note on the Titchener Influence on the First Psychology Laboratory in the South." See Rowe, Frederick B. in this section.

388. Napier, T.H. "The Function of the College for Women." Southern Association Quarterly Vol(3):342-346, August 1941.

Napier here gives a brief history of women's colleges. He concludes that women's colleges should prepare women for efficient homemaking, prepare them for life's emergencies, and also provide a "higher type of training for professional opportunities." He states that there should be "an increased emphasis on religious and Christian purpose if our way of life is to survive."

389. **Napier, T.H. "The State College for Women." Southern Association Quarterly I(4):435-439, November 1937. notes.**

"The term State College for Women as used here refers to the state-supported colleges for women which have existed as separate institutions and not as an adjunct or a division of any other college or university. They are all located in the Southern Association area except one, which is found in the border state of Oklahoma." This article discusses these state colleges, naming them from the first founded in 1884 (Mississippi State College) to the last in 1905 (Florida State College for Women.) The author reviews the history of women's education in the U.S. and the South. Also noted are the influences of the South's poverty, of the South's "industrial awakening" at the end of the nineteenth century, and of two women educators (Sallie Eola Reneau of Mississippi and Julia Strudwick Tutwiler of Alabama). The author also quotes from the Alabama legislative act of 1893 which created Alabama College at Montevallo, an act which named various courses of instruction and also noted that women might be taught "every branch of human knowledge or industry by which women live." The primary purposes of the state colleges for women were to give industrial training, teacher training, or training in homemaking. Instruction in the liberal arts and sciences came later but had become the primary focus by the time of this article. The author also reviews early catalogs of the colleges and shows that all also had preparatory schools. In an interesting footnote, he stresses that teachers within the South, though very poorly paid as compared to teachers elsewhere in the nation, often came from socially prominent families.

390. **Neff, Laurie A. and Patricia C. Harwood. "Creating Empowering Campus Climates For Women." Initiatives 53(3):31-39, Fall 1990. notes.**

"This article considers the role of campus climate and institutional type on the development of women, reviews some of the relatively new and growing knowledge regarding women's developmental processes, and considers how this knowledge relates to institutional type." The coordinate college plan itself and the histories of Westhampton College at the University of Richmond and the Woman's College of Duke University are discussed.

391. **Neilsen, Sarah D. "Mississippi State College for Women." Southern Association Quarterly III(1):102-106, February 1939.**

This paper quotes from the legislative act that founded Mississippi State College for Women, provides a history of the college and discusses its enrollment, accreditation, campus, and curriculum.

392. **Neverdon-Morton, Cynthia. "Self-Help Programs as Educative Activities of Black Women in the South, 1895-1925: Focus on Four Key Areas." Journal of Negro Education 66(3):207-221, Summer 1982. notes.**

The role of African-American women in establishing self-help clubs during the period 1895-1925 is explored in this article. Begun by educated women, self-help clubs provided education and training on health, housekeeping, sewing, reading, and a host of other subjects. Though not dealing directly with the higher education of women in the South, Neverdon-Morton clearly explores the impact of Black women who were college graduates in the communities in which they lived. She often cites the names of the colleges from which specific women graduated. She also gives information on the role of such schools as Tuskegee, Hampton Institute, and Virginia Polytechnic in providing courses and services for Black women and men.

393. **Neverdon-Morton, Cynthia. "The Black Woman's Struggle for Equality in the South, 1895-1925" in The Afro-American Woman: Struggles and Images edited by Sharon Harley and Rosalyn Terborg-Penn. Port Washington, N.Y.: National University Publications, 1978. pp. 43-57. notes.**

This essay traces the activities of African-American women within social service organizations, those segregated and those integrated by race. Though mainly oriented towards community activities, these organizations often worked for improvements in education and were certainly made up of educated African-American women. A number of organizations involved Atlanta, including Spelman College, are mentioned.

394. **Newell, Mary G. "Mary Munford and Higher Education for Women in Virginia" in Stepping off the Pedestal: Academic Women in the South. See Part III-Books under Stringer, Patricia.**

395. Noble, Jeanne L. "Negro Women Today and Their Education." The Journal of Negro Education 36(1):15-21, Winter 1957. notes.

This paper is a summary of Noble's dissertation which later was issued as The Negro Woman's College Education and is listed in Part III-Books under Noble, Jeanne.

396. Noble, Stuart G. "The H. Sophie Newcomb Memorial College, Tulane University." Southern Association Quarterly Vol(1):313-315, February 1942.

Newcomb College was founded as a coordinate college within Tulane University in 1886. The author notes that the College was visited by officials involved in the founding of Barnard College within Columbia University, and was also used as a model for other coordinate colleges within the U.S. Some discussion of the campus, of the enrollment (which the author notes as being comprised of not only Southern women but women from other areas of the country), and of finances is also provided.

397. Nowak, Marion. "*How to Be a Woman*: Theories of Female Education in the 1950's." Journal of Popular Culture 9(1):77-83, 1975. notes.

Nowak here begins by quoting the definition of college as recorded in a 1952 ad for campus clothes: college is "where girls who are above cooking and sewing go to meet a man so they can spend their lives cooking and sewing." She then analyzes college and high school textbook images of marriage and family. Specifically addressed is the issue of femininity. One Southern college, Gulf Park by the Sea (Mississippi), is mentioned.

398. Oates, Mary and Susan Williamson. "Women's Colleges and Women Achievers." Signs: Journal of Women in Culture and Society 3(4): 795-806, Summer 1978. notes, tables.

This study concerned the role of women's colleges as a predictor of later success in the working lives of alumnae. Using Who's Who in America, 1974-1975, the authors looked at occupational success of women included in this directory. Comparisons between graduates of coeducational institutions and women's colleges are made, with special attention devoted to the Seven Sister colleges of the Northeast. The authors provide no data on other geographic regions and conclude that the higher socio-economic level of women attending the Seven Sister colleges and other aspects need to be raised in future studies.

399. **O'Neal, Marion S. "A School Ma'am in Louisiana's Piney Woods 1902-1903." Louisiana History 5(2):135-142, 1964.**

Marion Sherrard O'Neal was born in Alabama in the 1880s, grew up in New Orleans, and attended Newcomb College. After graduation she became a teacher and a writer. This article gives a graphic description of her work in the rural community of Hickory Creek, the children she taught, their families, their community, their religion, their living conditions, and her boarding arrangements. She was paid $27 a month, 12 of which paid for food and housing. She compares her salary to that of her New Orleans family's cook ($13 a month plus "room and a good board with just enough education to sign her name").

400. **Ostlund, Leonard A. "Occupational Choice Patterns of Negro College Women." The Journal of Negro Education 26(1):86-91, Winter 1957. notes.**

This article reports upon a study which traces occupational choice patterns "by interrelating the past experiences, present curricula, and future goals of Negro college women." Although the study involved women within an Oklahoma university, it does provide findings on African-American women's career choices which could be useful in a study of Southern African-American women. Although 70 percent of the mothers of these college students were employed, the author gives information only on father's careers.

401. **Owens, Otis Holloway and Emplaincourt, Marilyn. "Formal Education at a Standstill: Women's Views." Studies of the Adult Learner, Research Paper Number 4. University of Alabama Institute of Higher Education Research and Services, 1978. tables.**

This study concerns the educational attitudes, experiences, needs, and constraints of a selected sample of women in Tuscaloosa, Alabama. The women were not enrolled in higher education programs in 1975. The authors found that the major barriers for women in their attempts to seek informal and formal education were home responsibilities, lack of time, inconvenient scheduling of classes, job responsibilities, cost enrollment, red tape, and inadequate child care. The study concluded that more financial aid should be made available to women, that child care "allowances" should be considered, and that assistance to women in such areas as goal orientation, self-evaluation, and human potential would be important to a return to school.

402. **Parkinson, B. L. "The Woman's College in the Cultural Development of the South." Southern Association Quarterly III(3): 429-431, August 1939.**

At the time of this essay, women's colleges in the South numbered 70 and enrolled 25,000 students. These students made up 25 percent of the total number of women in college in the South. The author notes that women's colleges engender a "freedom of spirit" within the learning environment, that they teach to the practical as well as the classical approach to learning, and that they contribute to a "more abundant way of life." Sixty percent of women's college graduates go on to find gainful employment.

403. **Parrish, Celestia S. "Shall the Higher Education of Women Be the Same as That of Men?" Educational Review XXII:383-396, November 1901.**

Celestia Parrish was an early faculty member of Randolph-Macon. Here she explores the purpose of women's education. She discusses the lives of women after college and how college should prepare them for various roles. She touches upon the work of women attorneys and also compares college educated men to college educated women.

404. **Patton, James W. "Serious Reading In Halifax County, 1860-1865." North Carolina Historical Review 42(2):169-179, 1965. notes.**

Catherine Ann Devereaux Edmonston kept a diary on her reading during the Civil War years. This article discusses her choices and her comments on various books and articles.

405. **Patty, James S. "A Woman Journalist in Reconstruction Louisiana: Mrs. Mary E. Bryan." Louisiana Studies 3(1):77-104, 1964. notes.**

This is a biographical sketch of the life and work of a woman journalist. The author gives information on Mrs. Bryan's thoughts and ideas as discerned from her published writings.

406. Payne, John W. "Poor Man's Pedagogy: Teachers' Institutes in Arkansas." The Arkansas Historical Quarterly XIV:195-206, Autumn 1955.

Teachers' institutes, forerunners of teachers' colleges, were for many years the only professional training the vast majority of teachers received. Like the article on Tennessee institutes by Clough (in this section), this article does not discuss women's attendance at the institutes but offers insight into professional education during the years 1850 to 1920.

407. Perkins, Linda M. "The Impact of the *Cult of True Womanhood* on the Education of Black Women." Journal of Social Issues 39(3):317-328, 1983. notes.

"This paper compares the primary purposes and functions of educating black and white women in the nineteenth century. For white women, education served as a vehicle for developing homemaker skills, for reinforcing the role of wife and mother, and for finding a potential husband. For Black women, education served as an avenue for the improvement of their race or "race uplift." The economic, political, and social conditions which contributed to these purposes are discussed within a historical context.

408. Prenshaw, Peggy W. "Academic Women in Mississippi: Oktoberfest 1980" in Stepping Off the Pedestal: Academic Women in the South. See Part III-Books under Stringer, Patricia.

409. Proctor, Henry Hugh. "Forty Years of Fisk." Voice of the Negro 3(3):179-183, March 1905. illus.

This commentary provides a history of Fisk---mentioning curriculum, philosophy, administration, and founding faculty. A photograph of Helen Clarissa Moran, professor of Latin, is included as are drawings of buildings and portraits of the Jubilee Singers (which included 5 women and 4 men in 1904).

410. Pusey, William Webb. "Lexington's Female Academy." Virginia Cavalcade 32(1):40-47, 1982.

The Ann Smith Academy operated from 1807 to 1894, longer than any other Nineteenth-century school in Virginia. This article gives information on attitudes towards the education of women, the school's administrative and curriculum history, and various financial and other problems which beset an academy.

411. **Quarles, James A. "Expediency of the Higher Education of Women." The Presbyterian Quarterly 13:229-243, 1899.**

This essay notes that in 1896-1897 there were only 14 colleges for women which were considered "Division A...[or] real colleges." Of those, only two were in the South. Overall, the article gives no other particular attention to the South. The author addresses the facilities available to women, the practicality of education for women---her physical condition in particular, her capacity for education, and the reasons for her to seek education. The author, who thought of himself as an advocate of women's education, shows much about then contemporary attitudes---how educated women make better wives and mothers, how widows and single women need to support themselves, how women are educated for their own development and for better service to the Church.

412. **Rand, E. W. "The Cost of Board, Room and Student Fees in a Selected Group of Negro Publicly Supported Colleges." Journal of Negro Education XXVI(2):207-211, 1957. notes, tables.**

A comparison of the costs of room and board at colleges for African-American women and men formed part of a larger study conducted by Rand. The author surveyed 15 Southern colleges.

413. **Read, Florence Matilda. "The Place of the Women's College in the Pattern of Negro Education." Opportunity 15:267-270, September 1937. illus.**

Written during her tenure as president of Spelman College, Florence Read discusses the role of women's colleges within the framework of African-American education. The aims and advantages of a separate college for women are also outlined and discussed. Read notes that curricula in a women's college can be designed to "relate both to general principles and conditions and also specifically to lives of women," that women within a single sex institution can be leaders and can learn to work together more frequently than they could among men. She also notes that women's colleges better address the task of developing well-rounded people within a Christian setting. Years before educators within white women's colleges would do so, she notes the place of the college in enabling women "to be able to earn a living, to be able to cope with the manifold difficulties involved in the job of being a bread-winner, a wife, and a mother."

414. Rector, Theresa A. "Black Nuns as Educators." Journal of Negro Education 51(3):238-253, 1982. notes.

This article discusses the Oblate Sisters of Providence, the Sisters of the Holy Family, and the Franciscan Handmaids of Mary. The Sisters of the Holy Family are particularly important to any study of Creoles of Color in New Orleans and the role of women in the education of Creoles. The other two orders also maintained some schools within the South.

415. Requardt, Cynthia Horsburgh. "Alternative Professions for Goucher College Graduates, 1892-1910." Maryland Historical Magazine 74(3):274-281, 1970. notes.

Noting that current research on women's education reveals a failure in training the majority of women for any work which is not service oriented, this article looks at the work of Goucher graduates from the graduating classes of 1892 to 1910. The author shows that 72.1 percent of the graduates worked, that 60.7 percent of these taught. Another 14.2 percent entered into social work. The influence of male administrators, the influence of both male and female faculty, the curricular and extracurricular activities of the women while at Goucher, and the spirit of the times are also taken into account. Though technically outside the South, Goucher (like the state of Maryland in which it is located) was often considered Southern and Goucher graduates followed career patterns that could be compared to women in the South.

416. Rhodes, Carolyn H. "New Women at Old Dominion" in Stepping Off the Pedestal: Academic Women in the South. See Part III-Books under Stringer, Patricia.

417. Rice, Joy K. and Annette Hemmings. "Women's Colleges and Women Achievers: An Update." Signs 13(3):546-559. notes, tables.

This overview reports on studies by Tidball, Oates and Williamson, and others on graduates of women's colleges and their later success as professionals. The authors replicated Tidball's work in a random sample of recent women achievers who appear in the 1979-80, 1980-81, and 1983-84 editions of Who's Who of American Women. "The present study...offers partial support for Tidball's findings of a positive relation between graduating from a women's college and high career accomplishments. [The findings] also confirm Oates' and Williamson's data concerning the prevalence of Seven Sisters graduates among achievers...." Although no specific mention is made of regional differences, Catholic women's colleges and Southern women's colleges in general are briefly noted as categories worthy of further enquiry.

418. Richardson, Eudora R. "The Case of the Women's Colleges in the South." South Atlantic Quarterly XXIX:126-139, 1930.

This impassioned essay begins by noting the bleak financial conditions existing within Southern women's colleges. The author, a graduate of Hollins and the University of Richmond and the daughter of the president of Greenville Woman's College, states that the first women's colleges in the U.S. were in the South, and yet, these colleges never secured healthy endowments. She mentions the early founding of Salem (1772), Greenville Woman's College (1820), Greensborough College (1839), Wesleyan (1839), Judson (1839), and Hollins (1842). Writing in 1930, she notes that, among these six, only Wesleyan is sending out alumnae eligible for membership in the American Association of University Women. She faults the public for inadequately supporting women's education, and notes that large "givers" are usually men. She provides a lengthy critique of the coordinate college system "that hybrid thing...which embodies all the disadvantages of coeducation and none of its advantages." She notes that it should more appropriately be called "an Auxiliary" college, for most in the South lack their own publications and separate college life. Furthermore, their women professors are often penalized because they come under male department heads. She then provides brief histories of Hollins and Greenville Woman's College, looking particularly at their administrations. She ends with a poignant appeal for financial support of Southern women's colleges.

419. Rickert, Edith. "What has the College Done for Girls: A Personal Canvass of Hundreds of Graduates of Sixty Colleges." Ladies Home Journal 29, January-April 1912.

A "personal canvass of hundreds of graduates of sixty colleges," this article looks at women graduates from the years 1849 to 1909. The author asked four questions: How did college affect health? In what way did college help [in successes and failures]? In what respect did college fail to help? And "with your mature knowledge as a woman, in what way do you think that the modern woman's college might be bettered?" The author quotes from responses. Attitudes towards women's education in the South are revealed through comments pertaining to "a frail girl" who chose the South for college, and other comments by an alumna who lives in "the wilds of Texas."

420. Rives, Ralph Hardee. "Littleton Female College." The North Carolina Historical Review XXXIX(3):363-378, Summer 1962. illus.

Founded in 1882, Littleton College operated in Littleton, North Carolina until a fire destroyed the college buildings in 1919. In the early part of the twentieth century, it was particularly well-known for its education department and the high quality of its graduates as teachers. This article draws upon catalogs, addresses, and reminiscences of alumnae. Extensive information on the campus itself, student life, curriculum, and the president of the college is given.

421. Robbins, Peggy. "The "Little Adventures" of Madeleine Hachard." American History Illustrated 12(4):36-42, 1977.

The Ursuline Sisters founded the first school for girls in the United States in New Orleans in 1727. This article examines their early history.

422. Rogers, Tommy Wayne. "The Schools of Higher Learning at Sharon, Mississippi." Journal of Mississippi History 28(l):40-55, February 1966.

The author reviews the history of two schools, one for males and one for females in Madison County, Mississippi. Sharon Female Academy, later College, operated from 1837 to 1874. A forerunner of true collegiate education, the College nevertheless offered a degree-granting program. Fees, courses, administration, faculty, students and rules are discussed in this article.

423. Rohaly, Kathleen. "Educating Today's Women: Differing Perceptions on Educational Programming." See Bennett, Stephanie M. in this section.

424. Rose, Sister Margaret. "Our Lady of the Lake College: A Historical Sketch." Southern Association Quarterly X(4):577-589, November 1946.

Our Lady of the Lake College was founded in San Antonio in 1896 by the Sisters of Divine Providence. Their curriculum came to include teacher training courses, liberal arts, and home economics. In discussing the early faculty and administrators and the order itself, the author provides information on the education of women in Southern Catholic colleges.

425. **Ross, Edyth. "Black Heritage in Social Welfare: A Case Study of Atlanta." Phylon 37:297-307, December 1976.**

This article gives information on the neighborhood union group, organized by educated African-American women in Atlanta, and the founding in 1924 of the Atlanta School of Social Work.

426. **Rossiter, Margaret. "Doctorates for American Women, 1868-1907." History of Education Quarterly 22(2):159-183, Summer 1982. notes.**

Recounting the experience of women doctorates and of other female students who were not allowed degrees, the author discusses the battle of women students for admission to graduate schools. Helpful to a study of women's education in the South is a chart from which one can see that only 1 among 228 doctoral degrees from the period studied was awarded to a woman by a Southern university.

427. **Rossiter, Margaret W. "*Women's Work* in Science, 1880-1910." Isis 71(258):381-398, 1980. notes.**

Rossiter offers information on the work of women scientists in astronomy, home economics, hygiene, and physiology. The curricula of the Northeastern women's colleges, as well as Goucher College, are also explored.

428. **Rottier, Catherine M. "Ellen Spencer Mussey and the Washington College of Law." Maryland Historical Magazine 69(4):361-382, 1974.**

Although outside the geographic interests of this bibliography, the Washington College of Law in the District of Columbia represented one alternative for women who chose to enter a predominately male field. The College operated between 1898 and 1949. A brief biographical account of its founder, the curriculum of the school, the work of its graduates, and other issues are discussed.

429. **Rowe, Frederick B. and Frank S. Murray "A Note on the Titchener Influence on the First Psychology Laboratory in the South." Journal of the History of the Behavioral Sciences 15(3):282-284, 1979. notes.**

Under Celestia Parrish, the first psychology laboratory in the South was established at Randolph-Macon Woman's College in 1894. This article discusses briefly the laboratory, the psychology curriculum, the education of Parrish and other professors---both those under whom she trained and those who taught after her departure from Randolph-Macon. In 1902, Parrish left Randolph-Macon to become head of the Psychology and Pedagogy Department at Georgia State Normal School.

430. **Royster, Jacqueline Jones. "Nursing Education for Black Women: A Letter from Ludie Clay Andrews to President Lucy Tapley." Sage: A Scholarly Journal on Black Women 1(1):22, Spring 1984. illus., notes.**

This letter from an early graduate of Spelman's Nurse Training course speaks of the continued affection and reverence she held for her alma mater. Nurses' training began at Spelman in 1886. Ludie Clay Andrews went on to become a leader in Black nursing, returning after a distinguished career to Spelman where she was Superintendent of the Infirmary from 1928 to 1948.

431. **Saint Clair, Sadie. "Myrtilla Miner: Pioneer in the Teacher Education of Negroes." Journal of Negro History, 34:30-45, 1949.**

In 1847 and 1848, Myrtilla Miner worked at the Newton Female Institute in Whitesville, Mississippi, a school for daughters of wealthy planters. Here she became interested in teaching slaves, and when denied her appeal to do so, returned to the North. In 1851, she founded Colored Girls' School which became Miner's Teachers College. This article discusses Miner's work and the influences of Horace Mann, Harriet Beecher Stowe, and others on her philosophy.

432. **Salter, Nancy J. "The Stability of Status Orientations among Young, White Rural Women from Three Southern States." See Falk, William L. in this section.**

433. **Scott, Anne Firor. "The *New Woman* in the New South." South Atlantic Quarterly 61(4):473-483, Autumn 1962. notes.**

This essay provides an overview of the work of civic-minded women leaders in the South from the 1880s to the 1920s. Scott acknowledges the participants as mostly members of the acceptable white upper middle-class, and shows how these self-educated as well as traditionally educated Southern women began work in missionary societies, the WCTU, and women's clubs. Women such as Belle Kearney of Mississippi, Kate and Jean Gordon of Louisiana, Mary Partridge of Alabama, and others often lead groups of women to protest for reform of issues such as child labor laws.

434. **Scott, Anne Firor. "Women in the South." See Hall, Jacquelyn Dowd in this section.**

435. **Scott, Patricia Bell. "The Association of Deans of Women and Advisers to Girls in Negro Schools, 1929-1954: A Brief Oral History." See Davis, Hilda A. in this section.**

436. **Scott, Patricia Bell. "Black Women's Higher Education: Our Legacy." Sage: A Scholarly Journal on Black Women 1(1):8-11, Spring 1984. notes.**

The beginnings of African-American women's higher education at Miner Normal School, at Oberlin College, at Spelman College, and at Bennett College are outlined. The author touches upon three questions: "(a) Should the higher education of Black-American women be separate or coeducational? (b) Should the educational curriculum for Black women be different from, or similar to, the curriculum in institutions which are predominately male and/or white? (c) Do Black women have special, psycho-social needs that must be considered by educational planners?" These issues of segregation, curriculum, and special needs are addressed. A brief history of the office of the Dean of Women, the role of home economics courses, and the advantages and disadvantages of coeducational versus sex segregated institutions.

437. Scott, Patricia Bell. "*Schoolin' Respectable* Ladies of Color: Issues in the History of Black Women's Higher Education." Journal of the National Association of Women Deans, Administrators, and Counselors 42(2):22-28, Winter 1978.

This article discusses the role of women's colleges in the education of Black women, the philosophy and curriculum of education for Black women, and other issues. The need for studies concerning those institutions and traditions unique to Black women and those similar to other groups is also noted.

438. Segrest, Mab. "I Lead Two Lives: Confessions of a Closet Baptist" in Speaking For Ourselves: Women of the South edited by Maxine Alexander. New York: Pantheon Books, 1984. pp. 274-278.

Segrest writes of her commitment to teaching and her identity as a lesbian. This poignant and thoughtful essay would be helpful to researchers interested in Southern students' attitudes towards homosexuality. It is also included in Segrest's My Mama's Dead Squirrel: Lesbian Essays on Southern Culture (1985).

439. Shepard, William. "Buckingham Female College." William and Mary Quarterly 20:167-193, July 1940. illus.

Operating from 1837-1858, this seminary was well-regarded within Virginia. Excerpts of letters, bulletins, lists of students, legal statements, as well as a history of the school's administration document the institutional past.

440. Shields, M. Carrington. "Historical Sketch of Randolph-Macon Woman's College." Southern Association Quarterly III(4):590-599, November 1939. notes.

This historical sketch relies on manuscripts and interviews with the early faculty and administrators of the College. The author discusses the purpose of education as seen by William Waugh Smith, the role of the Carnegie Foundation in the early history, curriculum, enrollment, and demographics.

441. Silone-Yates, Josephine. "The Equipment of the Teacher." Voice of the Negro 1(6):248, June 1904.

This is a discussion of the curriculum needed to educate a teacher and theories about teaching. The Voice of the Negro presents an early twentieth century view of the education of African-Americans.

442. Sims, Janet L. "Mary McLeod Bethune-The Educator; Also Including a Selected Annotated Bibliography." See Leffal, Doris C. in this section.

443. Slowe, Lucy D. "Higher Education of Negro Women." Journal of Negro Education 2:352-358, July 1933.

Theories on the education of Black women in the 1930s are presented. The author reports upon a survey of coeducational Black colleges, in particular, their curriculum in the social sciences and the amount of self-government allowed students. She also considers the part of education in the lives of African-American women, in their work, in their marriages, and in their part in raising children. She notes that African-American students are hindered by their own conservative religious backgrounds and by the influence of predominantly male administrators. An eloquent plea for education, the article concludes that education of women should build "an individual so disciplined that she can direct herself, so informed that she can assist in directing others."

444. Slowe, Lucy D. "The Colored Girl Enters College: What Shall She Expect?" Opportunity 15:276-279, September 1937. illus., tables.

This article, written by the Dean of Women at Howard University for many years, examines the curricular and extracurricular activities of African-American women in the 1930s. The author relies upon a survey of women in 44 colleges and data from Howard University. She expresses the need to develop courses and guidance programs that prepare young women for active lives.

445. Smith, Charles Foster. "The Higher Education of Women in the South." Educational Review 8:287-289, 1894.

This brief response to an article by Mary Woodward (see below) points out the adequacy of education for women in the South as perceived by a male administrator. The author criticizes Woodward for using figures from 1892 in an article published in 1894. He also gives information on the history of women's education in Europe.

446. Smith, Kay Riser. "Louisiana's Two Chautauquas." North Louisiana Historical Association Journal 5(4):138-142, Fall 1974. notes.

The Chautauqua Societies began in 1874 when the Methodist and Episcopal Church began to hold summer classes to train Sunday school teachers. By 1890, their main purpose had shifted to teachers in general, and to the provision of lectures, readings, and concerts open to the public. In this period, the Louisiana Chautauqua was founded in Ruston, Louisiana. Here they held the first summer school for teachers in the state, probably the only form of continuing education provided many women teachers. Despite the eventual financial failure of the Louisiana Chautauqua in 1905, it did much to raise standards of all the teachers in the state. In 1905, Blacks in Allen Greene (Grambling) formed a "Chautauqua for Negroes" which operated until the founding of Grambling University. The article cites a thesis on the history of the Louisiana Chautauqua.

447. Snaveley, Guy E. "A Short History of the Southern Association of Colleges and Secondary Schools." Southern Association Quarterly 9:424-549, November 1945.

This article gives a history of the professional and accrediting body which was instrumental in Southern education. Particularly important for its role in establishing standards, the Southern Association provided guidance to many administrators and faculty involved in the education of women.

448. Snell, David. "The Green World of Carrie Dormon." Smithsonian 2(11):28-33, 1972. illus.

This personal reminiscence of the work of Carrie Dormon, a botanist, ornithologist, horticulturist, painter and author includes photographs of the artist and her work. Educated at Judson College in Alabama with the author's mother (Ada Jack Carver), Dormon was well-known as an authority on wildflowers within the South.

449. **Snyder, Henry Nelson. "The Denominational College in Southern Education." South Atlantic Quarterly 5:8-20, January 1906.**

This history of denominational schools in the South sheds light on Southern views on the role of religion in education. Though not mentioning those colleges devoted exclusively to women, the author recognizes the presence of women in the denominational colleges and also includes figures on the number of women in state schools at the time of the article. However, when theories on education or the curricula within the colleges are discussed, the author devotes his attention solely to men's programs.

450. **Spalding, P. "Women at the Medical College of Georgia." Southern Medical Journal 74:221-242, 1981. notes.**

Loree Florence, class of 1926, was the first woman graduate of the Medical College of Georgia. The period from 1847 to 1981 witnessed first the unsuccessful request of women to attend the Medical College and, after 1926, their infrequent success. The author interweaves information on nurses training in Georgia, a brief history of the training of female doctors in other parts of the U.S., and Southern attitudes towards medical training for women. The roles of women librarians, secretaries, and wives of male faculty are also discussed.

451. **Stephenson, William E. "The Davises, The Southalls, and the Founding of Wesleyan Female College, 1854-1859." North Carolina Historical Review 57(3):257-279, 1980.**

The administrative history of the Wesleyan Female College of Murfreesboro, North Carolina, from 1854 to 1859, is discussed in this article. The author relies upon family letters in providing an account of the work of Joseph and Anne Beale Davis within the school. The article gives many details of the day-to-day problems of a pre-Civil War seminary.

452. **Sterling, Dorothy. "To Build a Free Society: Nineteenth Century Black Women." Southern Exposure 12:25-30, March/April 1984. illus.**

The experiences of nineteenth century African-American women are explored through letters, newspaper articles, and other sources. Struggles to reunite family members sold in slavery, to find suitable and gainful employment, and to educate themselves and others are briefly discussed. The founding of African-American schools such as Fisk and Hampton is also mentioned, and the work of selected women students and faculty is described.

453. Stowe, Stephen M. "The Not-So-Cloistered Academy: Elite Women's Education and Family Feeling in the Old South" in The Web of Southern Social Relations, Women, Family, and Education edited by Walter J. Fraser, Jr., R. Frank Saunders, Jr., and Jon L. Wakelyn. Athens: University of Georgia Press, 1985. pp. 90-106. notes.

This essay looks at the letters of Southern women written during and after their education in Southern academies in the pre-Civil War era. The author draws attention to the informal education achieved in the writing of such autobiographical accounts and shows numerous examples of the purpose of education as one which strengthened family ties.

454. Swann, Ruth N. and Elaine P. Whitty. "Black Women Administrators at Traditional Black Colleges and Universities: Attitudes, Perceptions and Potentials." Western Journal of Black Studies 9:261-270, 1980. notes, tables.

The purpose of this paper is "to explore the issues and concerns relating to...Black women administrators in traditionally Black institutions." The authors studied Black women administrators at Hampton Institute and Norfolk State University, analyzed reports of 82 institutions, and queried 200 administrators. They found that Black women in predominantly Black institutions have achieved higher administrative levels than white women or Black women at predominantly white institutions. However, as in white institutions, the higher the position, the fewer the women. The respondents also showed a number of coping skills reported by these women to achieve higher positions. "The information provided by the respondents...indicated that external stimulation, a sense of identity, and the ability to take risks provided the momentum to seek, maintain, grow, and move upward in administrative positions in higher education."

455. Tapley, Lucy. "Our Negro Colleges-Spelman Seminary." Opportunity, 1:16-17, April 1923.

This brief history of Spelman Seminary gives descriptions of the campus, the faculty, the students, and the curriculum. A breakdown of certificates, degrees, and professions of Spelman graduates is given for the fourth decade of the school, 1911-1921.

456. Tapley, Lucy. "Spelman College." Atlanta Historical Bulletin 1:38-56, May 1930.

A long-time teacher and dean at Spelman, Tapley traces the history of Spelman from its founding to 1930. Founders Sophia Packard and Hattie Giles, other early teachers, and prominent graduates are discussed. Information on curriculum and the campus is also provided.

457. Tate, Roger D. "A Letter from Cleo Hearn to William E. Dodd [1910]." Journal of Mississippi History 42(2):153-154, 1980. notes.

Cleo Hearn was a historian and is known as the first woman doctorate in Mississippi. This is a brief sketch of her work as a teacher in Mississippi and at Agnes Scott. The author provides a letter from Hearn to her mentor, William Dodd, under whom she worked on her dissertation at the University of Chicago.

458. Taylor, Barbara G. "A Delicate Balance: Academic Women in Arkansas" in Stepping Off the Pedestal: Academic Women in the South. See Part III under Stringer, Patricia.

459. Taylor, Lois. "Nurse Education at Hampton Institute." Opportunity 22:83, 100, Spring 1944.

In this brief report, the author examines the collegiate training program for nurses at Hampton Institute (VA). She notes that it was the second program so formed in the U.S. She looks at wartime conditions, funding for student nurses, and faculty members at Hampton. Opportunity is also a good source for scholars looking at advertisements for African-American institutions.

460. Taylor, Lois. "Social Action at Bennett College." Opportunity 20:8-10, January 1942. illus.

Bennett College in Greensboro, North Carolina, at the time of this article, enrolled approximately 400 young African-American women. The article discusses Bennett's effort to revise curricula in order to prepare young women for leadership roles in life after college. The article gives particular attention to a political science class project in which students surveyed voting patterns and advocated passage of a referendum concerning the erection of low-cost housing units. The philosophy of the college, to ensure the success of young women in "leadership of the colored minority," is emphasized; a survey of graduates of the college is also briefly discussed.

461. Terrell, Mary Church. "Society Among the Colored People of Washington." Voice of the Negro 1(4):150-156, April 1904. illus.

This newspaper commentary gives biographical sketches of elite African-Americans of the District of Columbia in 1904. Their education, marriages, and work are briefly described. The article might be helpful to scholars researching the role of education among leaders in community groups and other issues.

462. Thompson, Irene. "Tilting at Windmills in the Quixotic South" in Stepping Off the Pedestal: Academic Women in the South. See Part III-Books under Stringer, Patricia.

463. Thrasher, Sue and Eliot Wigginton. "You Can't Be Neutral: An Interview with Anne Braden." Southern Exposure 12:79-85, November/December 1984. illus.

An excerpt from a lengthy interview with Braden, this overview discusses her childhood, her education, and her work as a journalist and an activist for civil rights in the South. Particularly interesting to scholars of women's education are Braden's memories of Stratford College and Randolph-Macon Woman's College. She discusses her mentor during these years, an older woman who opened up the possibility of a different sort of life.

464. Thwing, Charles F. "The Advantage of the Co-Ordinate (Annex) Method in Education." Journal of Proceedings and Addresses of the National Educational Association Forty-Third Annual Meeting 43:547-48, 1904.

The author of this paper believed that the coordinate college offers (1) the university atmosphere, (2) the advantage of more ample equipment, (3) a "proper supervision" for men's and women's joint activities, (4) the "proper association" of men and women: "near together but not too near." These opinions as well as others within the Proceedings offer insight into attitudes towards coeducation and women in general.

465. **Tidball, M. Elizabeth. "Women's Colleges and Women Achievers Revisited." Signs 5(3):504-517, Spring 1990. notes, tables.**

Noting that there is "no single source available for identifying women's baccalaureate origins, high-level accomplishments, and career patterns simultaneously," the author discusses methods of "identifying the baccalaureate origins of achieving women." She discusses various registries of prominent people. She draws upon her own previous research and that of others in noting that graduates of women's colleges are approximately twice as likely to be listed as are women graduates of coeducational institutions. She asks questions about the "optimal environment" for the undergraduate education of women.

466. **Townsend, Sara Bertha. "The Admission of Women to the University of Georgia." Georgia Historical Quarterly XLIII(2):156-169, June 1959. notes.**

Detailing the fight to have women admitted to the University of Georgia during the years 1899-1918, this article outlines the efforts of the Daughters of the American Revolution and the Colonial Dames in repeatedly petitioning the University and the state legislature. Based largely on a thesis, "The History of Co-education at the University of Georgia, 1918-1945" by Ragsdale, the article gives brief information on the leaders for coeducation in Georgia and the many delaying tactics employed by the University.

467. **Trigg, Frank. "Bennett College." Southern Workman 5:84-85, February 1926.**

This brief paper gives information on Bennett's founding, its curriculum as of 1926, its dormitories, and its library.

468. **Turner, Joseph A. "Notes on the Higher Education of Women in Virginia: Roanoke Female Seminary, Valley Union Seminary, Hollins Institute and Hollins College." See Hughes, Robert M. in this section.**

469. **Tuttle, Kate Austin. "A Plea for Scholarships for the Young Women of the South." Journal of the Association of Collegiate Alumnae 3(13), 1906.**

The need for financial assistance was great among Southern middle-class women during the early years of this century. This article looks at the need for scholarships within the South, as well as within the nation. For more information on the Association of Collegiate Alumnae, please refer to the American Association of University Women as mentioned in Part VI.

470. Vickery, Dorothy S. "Hollins College." Southern Association Quarterly VI(1):300-309, February 1942.

Hollins College celebrated its centennial in 1942. During the celebration, the faculty, staff, and students looked back on the College's past and reexamined its future. The author discusses this history, the finances of the College, the campus, the founders, and the purpose of women's education at Hollins. She concludes that Hollins teaches "mental discipline as a preparation for life, always accompanied by religious teaching and the inculcation of Christian ideals."

471. Vickery, Dorothy S. "Hollins College in Virginia." The Virginia Magazine of History and Biography 50(2):97-107, April 1942. illus.

Founded in 1842 as a school for boys and girls, Hollins quickly became a leader in the higher education of Southern white women in the early 1900s. This article traces the history of the school and particularly the roles of members of the Cocke family as administrators, professors, and supporters of the College for over 80 years.

472. Vinovskis, Maria A. and Bernard, Richard M. "Beyond Catharine Beecher: Female Education in the Antebellum Period." Signs 3(4):856-869, 1978. notes.

"This study, which uses data from the federal censuses in an attempt to analyze the pattern of female education in antebellum America, is intended as an exploratory effort...[The intent] is to establish the boundaries of educational opportunities offered to females between 1840 and 1860...." Statistical data are presented for regions of the United States.

473. Walker, William E. "Educating Today's Women: Differing Perceptions on Educational Programming." See Bennett, Stephanie M. in this section.

474. Warner, Deborah Jean. "Science Education for Women in Antebellum America." Isis 69(2):58-67, 1978. notes.

The development of a science curriculum for young women occurred almost exclusively in academies and seminaries. The author notes the presence of education for women in the South and makes specific mention of a Mississippi academy and its curriculum. Especially interesting is information on the study of botany and natural history---the advantages afforded young women who benefitted from such innovations as "a cabinet of minerals and shells," the growing of gardens, and the use of microscopes.

475. **Wells, Carol. "Kind and Gentle Admonitions: The Education of a Louisiana Teacher." Louisiana History 17(3):283-297, 1976. illus., notes.**

Hattie Lake was born in South Carolina in 1847 and later moved to Caddo Parish, Louisiana. Her formal education at Mansfield Female College (LA) and Greenville Baptist College (SC), her informal education through correspondence with family members, and her work as "an extra woman" dependent upon her relatives are discussed. The author quotes from letters to and from Lake and draws attention to the discrepancy between an education based upon recitation and a life fraught with limitations. Lake's teaching career, which she thought of as a great relief from dependency, is also addressed briefly.

476. **Wheeler, L. "Single Sex State Nursing Schools and the U.S. Constitution-Mississippi University for Women v. Hogan." Population Research and Policy Review 2(2):131-147, 1983. notes.**

"Before Mississippi University for Women v. Hogan, decided in June 1982, the Supreme Court had never decided a case involving the constitutionality of single-sex schools. In the Mississippi case, the Court found that the state's policy of refusing to admit males to its all-female School of Nursing was unconstitutional." This article reviews the case and also other cases concerned with challenges to state supported single-sex institutions.

477. **White, Mary H. "Madame Sophie Sosnowski, Educator of Young Ladies." Georgia Historical Quarterly 50(3):283-287, September 1966. illus.**

Sophie Sosnowski (1810-1899) was a European born and educated woman who came to the U.S. in 1837. A teacher first at the Emma Willard School, Sosnowski became the lifelong friend of Willard as well as other notable American educators.

She moved South for her health and worked in a number of different schools in South Carolina and Georgia. Although not technically involved in the education of women in colleges and universities, European women such as Sosnowski often provided the highest form of education available to Southern girls and women.

478. Whitty, Elaine P. "Black Women Administrators at Traditional Black Colleges and Universities: Attitudes, Perceptions and Potentials." See Swann, Ruth N. in this section.

479. Wigginton, Eliot. "You Can't Be Neutral: An Interview with Anne Braden." See Thrasher, Sue in this section.

480. Wilkins, S. A. "Dodd College: A Brief History." North Louisiana Historical Association Journal 11(3):29-34, Summer 1980.

The buildings, finances, and curricula of a two year college which operated from 1927 to 1942 in Louisiana are the subject of this article. Dodd College's stated purpose was "to offer every girl a preparation for exacting duties and exalted privileges of modern womanhood by providing a thorough general academic education." Modelled after the liberal arts curricula of the University of Chicago, Dodd also sought a social climate with restrictions thought to be appropriate for young women.

481. Willard, Julia L. "Reflections of an Alabama Teacher, 1875-1950." Alabama Historical Quarterly 38(4):291-304, Winter 1976.

The memories of Orlena Harper McCleskey and Alice Harper Strickland offer a vivid testimony to the type of work required of educated women as teachers in rural parts of the South. The early 1900s and the 1940s are discussed with details concerning school buildings (in the early days, a glass window was cause for the school's becoming a local attraction), plumbing, rooming with local families, box suppers and other fund-raisers, and many other aspects of teaching.

482. Williams, John B. "History and Goals of Black Institutions of Higher Learning." See Browning, Jane E. Smith in this section.

483. Williamson, Susan. "Women's Colleges and Women Achievers." See Oates, Mary in this section.

484. **Woodhouse, Chase Going. "After College, What? A Study of 6665 Land-Grant College Women, Their Occupations, Earnings, Families and Some Undergraduate and Vocational Problems." Bulletin of the Institute of Women's Professional Relations 4:1-200, 1932.**

The Institute of Women's Professional Relations was a research organization sponsored by the American Association of University Women. This 200 page issue of their Bulletin contains a study of 6665 land-grant college alumnae. The respondents attended college between 1889 and 1922 and completed a survey administered by the U.S. Office of Education in the late 1920s. Southern schools represented were Alabama Polytechnic Institute (Auburn), the University of Florida, Georgia State College of Agriculture, and the University of Tennessee.

485. **Woods, Donna. "Criminal Justice Education and Employment in Georgia: The Case of Women." See Boles, Jacqueline in this section.**

486. **Woodward, Mary V. "Women's Education in the South." Educational Review 7:466-478, May 1894. notes, tables.**

This vehement call for improved education for Southern women compares Southern attitudes towards education with Northern attitudes. Although the author finds equal prejudice in the North, she shows clearly that opportunities for women in the North are much greater than those in the South. She lists the types of Southern institutions which allow women: one public institution which has an annex for women; two state universities which are open to both sexes; and other colleges and seminaries open to women (Alabama, Georgia, Mississippi, West Virginia - one each; Maryland - two; Louisiana, North Carolina - four each, "one of these in each state being for negroes.") She also criticizes the curriculum of the colleges saying that they promote an "eighteenth century stay-at-home, make gooseberry-wine, mind-your-lord-and-master standard of womanly accomplishment."

487. **Woodward, Mary V. "Higher Education of Women in the South." Educational Review 9:187-188, February 1895.**

This is a response to a Professor Charles Foster Smith who wrote regarding the article which appeared in May 1894 and is mentioned above. Smith alleged that Woodward's article did not "try to get at the facts as they are in 1894," and that she was "content to quote from Klemm's Introduction to Helene Lange's Education of Women in Europe." The debate between Woodward and Smith offers insight into two varying views on the education of women in the South.

488. Wormley, S. Smith. "Myrtilla Miner." Journal of Negro History 5:448-457, 1920.

Myrtilla Miner with six young African-American women founded the first Normal School in the District of Columbia in 1851. This was the fourth normal school to be established in the United States. This article gives biographical information on Miner, a history of the locations of her school through the 1920s, and some information on curriculum for teachers.

Part V - DISSERTATIONS AND THESES

Almost 100 dissertations and a few masters' theses written in U.S. universities from the 1920s through the 1980s are included here. Topically, they address both the general and specific issues of women's higher education in the South. They offer some of the most detailed treatment regarding the education of different racial and ethnic groups (notably African-American women), the history of various institutions, and training for certain professions, especially teaching and nursing. Unlike the rest of the material cited in Parts II-IV of this bibliography, most of these dissertations were not actually seen by the compilers. Their annotations are based on information from other references, primarily Dissertation Abstracts International. The few masters' theses included were examined, however.

Part V - Dissertations and Theses

489. **Allen, Madeline May. "An Historical Study of Moravian Education in North Carolina: The Evolution and Practice of the Moravian Concept of Education as Applied to Women." Ph.D., Florida State University, 1971. 223p.**

An examination of the evolution of Moravian educational concepts in North Carolina, especially as they relate to the education of women, is the purpose of this study. The impact of church-related values concerning literacy, the development of character, and training for women on education is discussed. Salem Female Academy (later Salem Academy and College) is mentioned.

490. **Ashbury, Jacqueline Waller. "Current Profiles of Women Professors in Virginia, 1977-78." Ed.D., University of Virginia, 1979. 359p.**

Women holding professional rank at accredited four-year institutions in Virginia in 1977-78 are examined in this study. Based on responses to a questionnaire, a profile is drawn of the "average" woman---her family background, her education, and her career.

491. **Aspy, Virginia. "A Survey of the Need for Baccalaureate Education for Registered Nurses in Northeast Texas and the Design of a Model Program." Ed.D., East Texas State University, 1976. 125p.**

The forming of a model nursing education program is the focus of this study. A survey of directors of current programs is made, and a profile of current nurses created. A shortage of professionally educated nurses is confirmed. Recommendations are made for improvements.

492. **Beasley, Leon Odum. "A History of Education in Louisiana during the Reconstruction Period, 1862-1877." Ph.D., Louisiana State University, 1957. 328p.**

Major developments in the field of education in Louisiana are traced through four periods: the Civil War, 1862-5; restoration, 1865-8; the Conway Administration, 1868-72; and the Brown Administration, 1872-77. The severe blow that the War dealt to education in the South, and the considerable struggle reviving it are portrayed in some detail. It is an important look at the wider environment in which women were pursuing their own educational goals.

493. Benoit, Sallye Starks. "Job Satisfaction among Faculty Women in Higher Education in the State Universities of Louisiana." Ph.D., Louisiana State University, 1976. 98p.

Based on responses to a questionnaire, this study identifies factors which affect the job satisfaction of women faculty in state universities in Louisiana in 1975-1976. The general background and characteristics of the 220 respondents are summarized. Their responses indicate that the nature of their work provides the most satisfaction; external factors contribute the least. Administrators are generally more satisfied than non-administrators.

494. Bolton, Ina Alexander. "The Problems of Negro College Women." Ph.D., University of Southern California, 1949. 258p.

This study investigates the extent to which the problems encountered by African-American college women were being addressed by their schools. Recommendations are made for more adequate guidance programs and job placement services.

495. Bond, Horace Mann. "Negro Education in Alabama." See Part III-Books.

496. Bowler, Mary Mariella. "A History of Catholic Colleges for Women in the United States of America." Ph.D., Catholic University of America, 1933. 145p.

Part of a larger effort to document the Catholic educational enterprise in the United States, this study concentrates on the higher education of women. The historical development of women's colleges in different sections of the country are outlined. This includes Catholic colleges for women in the Southern states of Kentucky, Tennessee, Louisiana and Texas. Separate chapters then discuss the aims, student body, administration, curriculum and extra-curricular activities of these institutions. An appendix lists all the colleges studied.

497. **Brandstadter, Dianne Puthoff. "Developing the Coordinate College for Women at Duke University: the Career of Alice Mary Baldwin, 1924-1947." Ph.D., Duke University, 1977. 174p.**

Relying mainly on manuscript sources, this study outlines the career of Alice Mary Baldwin, the first Dean of the Woman's College at Duke University. As her years of service range from 1924 to 1947, the work also examines that period in the history of American higher education when coordinate colleges were seen as a good compromise between coeducation and a separate woman's college. The efforts of Baldwin and others to retain the advantages of both are recounted. The merger in 1972 of the Woman's College with Duke University is described as the culmination of Baldwin's goals.

498. **Braunagel, Judith S. "Job Mobility as Related to Career Progression of Female Academic Librarians in the South." Ph.D., Florida State University, 1975. 209p.**

The effects of job mobility on salary and rank of female vs. male academic librarians in the South are the focus of this study. Using the results of a questionnaire, the mobility patterns of each group, their motivations for moving, and career interruptions are studied.

499. **Brown, Andolyn Virginia. "Black Female Administrators in Higher Education: A Survey of Demographic Data, Previous Work Experiences, Characteristics of Present Positions and Characteristics of Employing Institutions." Ph.D., Bowling Green State University, 1980. 86p.**

African-American female administrators in higher education and the institutions that employed them are surveyed in responses to a questionnaire from 74 women. The family, educational and employment background, as well as the type of institution and the population they serve, are all outlined. A significant number of the respondents are at Southern institutions.

500. **Brown, Billye Jean. "The Historical Development of the University of Texas System School of Nursing, 1890-1973." Ed.D., Baylor University, 1975. 462p.**

This study traces the history of the School of Nursing from its inception as an independent school in 1890 through the 1972-73 academic year. Its changing organizational structure, faculty and administration, curricula, student affairs, and programs are described. Factors which led to its reorganization in 1967 are also identified and discussed.

501. Burks, John B. "The College of Education, University of Georgia, and the Development of Teacher Education, 1908-1958." Ed.D., University of Georgia, 1958. 277p.

The history of the College of Education from 1908 to 1958 is the focus of this study. Both primary and secondary sources are used to trace the development of this school within the larger context of the growth of professional teacher-education programs in the first half of the twentieth century.

502. Burns, Norman. "Unified Control of State-Supported Higher Education in Georgia." Ph.D., University of Chicago, 1945. 176p.

This study explores changes which took place with the centralization in state-controlled higher education in Georgia following the passage of the Reorganization Act in 1931. These include changes in administration, enrollments, class size, financing, faculty size and salaries, the curricula, and the physical plant. Although no specific section is devoted to women, their part in a number of institutions is mentioned. Among these are Georgia State College for Women, Georgia State Women's College, and Georgia Teachers College.

503. Caliver, Ambrose. "A Personnel Study of Negro College Students." See Part III-Books.

504. Carrington, Dorothy Helen. "An Analysis of Factors Affecting the Decision of College Women Seniors of the Southeast to Enter Graduate School." Ed.D., Florida State University, 1961. 132p.

As part of a larger study of career plans sponsored by the Southern Regional Education Board, this work analyzes a sample of 1960-61 women college seniors from 28 colleges in the Southeast concerning their decisions to pursue graduate study or not. A number of social and academic factors are considered, including family income, parents' education, size of hometown, type of college attending, grades, contact with other professionals, etc. Some of the influences affecting their decisions are identified.

505. **Clayborne, William Murray. "A History of the Teacher Education Programs in Five Negro Colleges of Virginia from 1876 to 1954." Ed.D., George Washington University, 1971. 174p.**

In order to provide some background information about segregated teacher education, the history of the teacher-training programs at the African-American colleges in Virginia is traced from 1876-1954. These are Hampton Institute, Virginia State College, Virginia Union University, St. Paul's College, and Norfolk State College. Program development in four of the five institutions is decided not to be substantively different than national programs except for the effects of racial discrimination in the South. This resulted in the mission-like character of the schools and the extensive remedial work required of its students.

506. **Clough, Dick Bryan. "A History of Teachers' Institutes in Tennessee, 1875-1915." Ed.D., Memphis State University, 1972. 259p.**

This study traces the development of the teachers' institute movement in Tennessee from its initial popularity through its decline. Information on its early activities and accomplishments, teacher examination and certification, value of the Central Institute vs. institutes across the state, the adoption of a uniform course, etc., are all included.

507. **Combs, Jeanne Marie. "Career Development Processes of Undergraduate and Graduate College Women." Ph.D., University of Florida, 1978. 128p.**

Using a questionnaire sent to a sample of undergraduate seniors and graduate students, this study attempts to understand college women's career development and the elements that affect it. Attitudes of significant others, role models, a desire to combine marriage and career, a concern with career planning, and perceived obstacles are all explored. The implications of the study for counselors are presented.

508. **Corley, Florence Fleming. "Higher Education for Southern Women: Four Church-Related Women's Colleges in Georgia, Agnes Scott, Shorter, Spelman and Wesleyan, 1900-1920." Ph.D., Georgia State University, 1985. 562p.**

After a brief review of higher education for Georgia women in the nineteenth century, this study examines in depth four Georgia colleges during the period 1900 to 1920. Their student bodies, faculty, curricula, extracurricular activities, and the achievements of their alumnae are considered. The role of the church in women's education is discussed. Comparisons are made between African-American and white education, and between Southern and Northeastern women's colleges.

509. **Cuthbert, Marion Vera. "Education and Marginality: A Study of the Negro Woman College Graduate." See Part III-Books.**

510. **Davis, Florence. "Education of Southern Girls from the Middle of the 18th Century to the Close of the Antebellum Period." Ed.D., University of Chicago, 1951.**

This study traces the development and nature of education provided to Southern girls up to the beginning of the Civil War. "Agencies" cited as contributing include apprenticeships, parents and tutors, community schools, endowed and supported schools, proprietary schools, and Northern and European schools. Tax-supported public schools are not included. The rise and decline of these various "agencies," their role in the total effort, and changes in curriculum and goals in response to changing conditions of Southern life are discussed.

511. **Davis, Margaret Carol. "Women Administrators in Southeastern Institutions of Higher Education." Ph.D., University of Alabama, 1978. 267p.**

Through questionnaires sent to 204 women at 21 institutions, this study builds an information base concerning women administrators in nine Southeastern states in 1977. The first part of the base concerns their personal background, education, and careers. The second part contains information about the advantages and problems of women in higher education administration at that time.

512. **Deutsch, Lucille Snyder. "The Giles Sisters' Contributions Toward the Higher Education of Women in the South, 1874-1904." Ph.D., University of Pittsburgh, 1978. 95p.**

This account outlines the life of the Giles sisters from 1874 to 1904 and their contributions to advancing the education of women in the South. The first women graduates of Trinity College (later Duke University), they founded and administered two institutions of higher learning for women---Greenwood Female College (1885-1891) and Misses Giles' School (1898-1904)---both in South Carolina. Their efforts contributed toward creating a recognized need for the higher education of women in the South.

513. **Dillingham, George Allen, Jr. "Peabody Normal College in Southern Education, 1875-1909." Ph.D., George Peabody College for Teachers, 1970. 227p.**

A joint effort of the University of Nashville, the state of Tennessee, and the Peabody Educational Fund, this institution and its mission are examined. Its development within the normal school movement, its educational programs, faculty, and students are all described. The regional composition of its student body and the success of its students are noted.

514. **Donnalley, Mary Jane Metcalf. "A Study of the Factors Which Influence Women College Students to Withdraw Before Completing Their Degree Requirements." Ed.D., University of Virginia, 1966. 75p.**

This study investigates why 442 students enrolled at Mary Baldwin College from 1956-1960 did not remain to graduate and attempts to identify factors that would have encouraged them to stay. The common reason for students withdrawing was to attend a large coeducational state university with a broader selection of courses. Marital plans and academic problems are also cited. Factors are identified which could help to retain some of the students.

515. **Donohue, Wyveta Gibson. "The Life Cycles and Career Stages of Senior-Level Administrative Women in Higher Education." Ed.D., Memphis State University, 1981. 234p.**

This study seeks to determine if there is a usual career pattern for women in senior-level administrative positions in four-year, state-supported institutions and the factors which influence it. Through interviewing, information concerning academic and employment histories, the existence of role models, and the demands of positions is collected and evaluated. Recommendations are made for furthering the careers of other women in administration.

516. Doyle, Margaret Marie. "The Curriculum of the Catholic Woman's College." Ph.D., University of Notre Dame, 1932. 144p.

Prefaced by a short history of women's education in the United States, this study examines curriculum development particularly in Catholic women's colleges. It compares that of five institutions in the early 1930s, including Incarnate World College (TX). The aims of Catholic education are set forth and an attempt is made to construct the ideal curriculum for Catholic women in higher education. Questionnaires, catalogs, personal visits, etc., are all used in this study.

517. Dublon, Felice Jacqueline. "Life Style Aspirations, Multiple Role Commitments, and Role Conflict Strategies of Women Doctoral Students in Comprehensive Programs of Higher Education Administration within the State of Florida." Ph.D., Florida State University, 1982. 180p.

Based on 81 survey responses from women doctoral students, this study seeks to identify their aspirations and expectations after completion of their degree. Most aspired to executive/administrative level positions in higher education as well as marriage and family. Approximately one-half did not anticipate future role conflicts; the other one-half stated they would solve such conflicts through role redefinition.

518. Elias, Louis. "A History of Gulf Park College for Women, 1917-1971." Ed.D., University of Mississippi, 1981. 151p.

This study concerns Gulf Park College for Women (MS) from its inception in 1917 to its closing in 1971. Founded by Colonel J.C. Hardy, the institution focused on the education of young women from high school through junior college. Its history is traced and the changes that eventually led to its closure are discussed.

519. Ellis, Mary Hamrick. "Upward Mobility Patterns of Black and White Women in Higher Education Administration." Ed.D., University of Alabama, 1982. 149p.

Case studies of 21 African-American women and 25 white women at academic dean level or above in four-year institutions are collected. Their family, academic, and employment backgrounds are compared. Factors both promoting and hindering their advancement as women and as members of different races are identified.

520. **Fleming, Cynthia Griggs. "The Development of Black Education in Tennessee, 1865-1920." Ph.D., Duke University, 1977. 213p.**

This evaluation of education for African-Americans in Tennessee includes both state-administered and private (primarily denominational) schools. A separate chapter on "Black Institutions of Higher Learning" appears with the education of women discussed as it arises throughout the text.

521. **Frankfort, Roberta. "Collegiate Women: Domesticity and Career in Turn-of-the-Century America." See Part III-Books.**

522. **Frederickson, Mary Evans. "A Place To Speak Our Minds: the Southern School for Women Workers." Ph.D., University of North Carolina at Chapel Hill, 1981. 246p.**

The role of the Southern School, founded in 1927, as a unique effort to bring together female factory workers and other women of different social classes to explore the social context of their lives is described. The origins of the School, the life histories of many who attended, and its ultimate goal of unionization are discussed.

523. **Friedman, Belinda Bundy. "Orie Latham Hatcher and the Southern Woman's Educational Alliance." Ph.D., Duke University, 1981. 242p.**

This work examines the movement to expand vocational opportunities for college-educated women in the South in the first part of the twentieth century through a study of the life of Orie Latham Hatcher. Her campaign for educational and career opportunities for Southern women, the development of the Southern Woman's Educational Alliance, and its considerable accomplishments are all discussed.

524. **Garren, Charles Martin. "The Educational Program at Black Mountain College, 1933-1943." Ph.D., University of North Carolina at Chapel Hill, 1980. 261p.**

This study of the College's educational program looks at its governance, the students, the faculty, curriculum, and the exam and graduation process. As an experimental college in the fine arts with a unique organizational plan, the successes and failure of the College and its members are traced. A bibliographical essay of Black Mountain College source material is included.

525. Girshefski, Mary Jeanne. "Circumstances Affecting Curricular Change as Exemplified in Selected Women's Colleges." Ph.D., St. Louis University, 1968. 342p.

This study develops a model which enables the identification of factors inherent in collegiate curriculum revision. To do so, the revised curricular patterns of a sample of church-related women's liberal arts colleges are studied.

526. Goode, Ellen Bonham. "Feminine Affinity for Program Selection in the North Carolina Community College System, 1979." Ed.D., North Carolina State University at Raleigh, 1980. 138p.

This study gathers and analyzes information regarding the characteristics of 6,228 female students and the programs in which they were enrolled during 1971 in 57 institutions of the North Carolina Community College System. It seeks to develop an in-depth profile of such students and identify factors which influence their choice of program selection. Three program areas are focused on: traditional male-oriented, traditional female-oriented, and mixed programs. The findings indicate that the majority of female students are enrolling in educational programs with a high level of female affinity. Recommendations are made to attract more women into the other program areas as well.

527. Gordon, Lynn Dorothy. "Women with Missions: Varieties of College Life in the Progressive Era." Ph.D., University of Chicago, 1980. n.p.

This thesis looks at the development of self-esteem, leadership skills, and social service ideals among college women of the Progressive Era, 1890-1920. Three colleges are studied using archival sources---University of California, Sophie Newcomb, and the University of Chicago. College women's part in and benefits from social reform, and a revived feminist movement are discussed.

528. Greer, Cynthia B. "The Perceptions and Status of the Black Administrative Women in Selected Two-Year and Four-Year Coeducational Colleges and Universities." Ph.D., Florida State University, 1981. 179p.

Based on responses to a questionnaire sent to 170 top level African-American women administrators, a profile is created, including the positions they hold, types of institutions, salaries, and educational backgrounds. In addition, the results show that race and sex are perceived as having a negative effect on their professional career progress.

529. **Hansbrough, Vivian Mayo. "A History of Higher Education in Arkansas." M.A., University of Chicago, 1933. 110p.**

Using largely primary sources, this study traces the development of higher education for whites in Arkansas up to the 1930s. Factors influencing its growth are reviewed and the events leading to the establishment of individual colleges are outlined. A number of state, denominational, and other private schools are described. Their administration and control as well as trends in entrance requirements and curricula are traced. Although no specific section is devoted to women, they are discussed in the text, including sketches of a number of female colleges.

530. **Hetrick, Helen Hill. "A Study of Re-entry Women at Auburn University and the Relationship of Selected Characteristics to Completion of Undergraduate Degrees." Ed.D., Auburn University, 1980. 117p.**

This study of adult women, 23 years and older, enrolled in undergraduate programs between 1974 and 1976 seeks to determine if there are significant differences between those who complete the degree and those who do not. Factors such as age at entry, marital status, financing of education, husband's status, and reasons for return are studied and their significance determined. Implications of the study for curricular and student personnel practices are drawn.

531. **Hickson, Shirley Ann. "The Development of Higher Education for Women in the Antebellum South." Ph.D., University of South Carolina, 1985. 175p.**

The reform movement in the South is presented within the larger setting of a national movement for female education. Five educational institutions are chosen and described as representative of the success of the movement during the antebellum period: Salem Boarding School (NC), Wesleyan Female College (GA), Judson Female Institute (AL), Hollins Institute (VA), and Limestone Springs Female High School (SC). Their impact on Southern society is noted.

532. **Holtzclaw, Katharine. "Some Factors Related to Curriculum Development for a Minority Segregated Group as Revealed by a Study of Home-Economics Education in North Carolina." Ph.D., New York University, 1945. n.p.**

African-American social problems are examined, touching on such areas as health, housing, and education. Recommendations are made for the use of home economics training in resolving some of these problems.

533. **Howell, Samuel Ernest. "The Functions of the Head Resident in a Women's Residence Hall in Accredited Colleges and Universities in Mississippi." Ed.D., University of Mississippi, 1971. 190p.**

Based on 97 responses to a questionnaire from head residents in women's residence halls, this study outlines both the ideal and the actual functions of the position. Duties in the areas of administration, student personnel services, and academic responsibility are described. Hours of employment and salary are reported. A comparison is made between the results of this study and information available in the literature.

534. **Honicutt, Theo M. "Defining and Projecting the Office of the Dean of Women at the University of Houston." Ed.D., University of Houston, 1956. 246p.**

Using University records, student surveys, and other sources, the role and responsibilities of the Dean of Women are defined and evaluated. Attitudes towards the position, including its perceived strengths and weaknesses, are included.

535. **Ihle, Elizabeth Lee. "The Development of Coeducation in Major Southern State Universities." Ed.D., University of Tennessee, 1976. 205p.**

Using primary sources whenever possible, this thesis investigates the development of coeducation in major Southern state universities. The debate over women's education and the changing status of Southern women led to its first acceptance at the University of Arkansas in 1871 and finally at the University of Virginia in 1970.

536. **Ingram, Margaret Helen. "Development of Higher Education for White Women in North Carolina Prior to 1875." Ed.D., University of North Carolina, 1961. 285p.**

This study examines the development of higher education for white women in North Carolina before 1875 when the state itself began to play a direct role. It focuses on a number of important topics: the role of the Quaker and Moravian religious groups, the incorporation of academies, the changing curriculum, normal school training, and the affect and aftermath of the Civil War. Both primary and secondary sources are used.

537. **Johnson, Bernadine. "Family Relations and Social Adjustment Scores on the Minnesota Personality Scale as Related to Home and School Backgrounds of a Selected Group of Freshman Women." Ph.D., Florida State University, 1956. 73p.**

This study seeks to determine the relationship between performance on the Minnesota Personality Scale and educational background. Factors such as high school size, grade point average, extracurricular activities, and year in college are all cited as affecting test scores.

538. **Johnson, Claudius. "Higher Education in Virginia, 1850-1860." M.A., University of Chicago, 1921. 150p.**

This study describes the "inner workings" of a select number of schools in the state during the decade of the 1850s. Several state institutions and a number of church-related colleges are included. Although "girls' schools" have been omitted, a list of women's colleges chartered during that time does appear and the fact that the education of women was "coming into its own" before the War is emphasized.

539. **Keck, Judith Diane. "A Historical Review of the Organization and Development of Teacher Education in the State of Florida: A Case Study." Ph.D., University of Florida, 1985. 316p.**

This examination of the development of preservice teacher education in Florida attempts to outline the strategies that have been used in training teachers, the influences on the development of those strategies, and what procedures have been employed to monitor the effectiveness of teacher education programs. Various state legislation going back to the late 1860s is pointed to as important in the organization and development of teacher education.

540. Kilman, Gail Apperson. "Southern Collegiate Women: Higher Education at Wesleyan Female College and Randolph-Macon Woman's College, 1893-1907." Ph.D., University of Delaware, 1984. 190p.

Two case studies are used to portray what the author considers the two avenues of higher education for Southern women in the late nineteenth and early twentieth centuries. Wesleyan which began as a pre-Civil War female academy offered a program suited to its publicly-acclaimed purpose of educating "better Christian wives and mothers." Randolph-Macon opened in 1893 as an attempt to emulate the Northeastern women's colleges and their concern with scholastic training. In comparing and contrasting these two institutions, their histories, compositions, curricula, requirements for entrance and graduation, extra-curricular activities, and other matters are all reviewed.

541. Kimberling, Cheryl Gray. "The Sociological Factors Associated with the Career Development of Women Theological Graduates." Ph.D., University of North Texas, 1988. 127p.

Women graduates of Southwestern Baptist Theological Seminary (TX) during the 1970s are the focus of this study. A profile of them is developed to determine who chooses seminary training, what the influence of significant others is in that choice, the most and least desired areas of the ministry to work in, and the types of discrimination women encounter.

542. Kleinpeter, Eva Bonnet. "An Investigation of Black Female College Faculty in the Twenty Largest, Private, Predominantly Black Colleges and Universities." Ph.D., Kansas State University, 1975. 232p.

This study investigates both African-American women faculty and their largely Southern institutions during the 1974-75 school year. A profile is created showing only a fraction with doctorates, in top policy making positions, or with the rank of professor. Recommendations are made to facilitate their advancement.

543. **Knight, Elmer Lee. "A Study of the Image of Mississippi State College for Women Held by Selected High School Seniors in Mississippi and Selected College Seniors Enrolled at Mississippi State College for Women." Ph.D., University of Alabama, 1973. 209p.**

Using the results of a mailed questionnaire, the image of the college as held by both groups is identified. Areas in which the two groups agreed and differed in their perceptions are discussed. Recommendations are made to aid future planning and decision making for the college.

544. **Levine, Arlene Spielholz. "The Effects of Women's Studies on the Fear of Success and Locus of Control of Female College Students." Ed.D., College of William and Mary, 1981. 114p.**

This study attempts to assess the affects of women's studies courses on a sample of male and female students from two Virginia colleges. The hypothesis that such courses significantly decrease women's fear of success and concern with external loci of control could be neither accepted nor rejected by the results of the investigation. It is suggested that an instructor and/or course content interaction may be accountable for such changes.

545. **Little, Dolores. "The Effects of Modeling of Career Counseling and Sex of Counselor on Interest in Nontraditional Occupations for Women." Ph.D., Texas A & M University, 1973. 152p.**

This study explores the affects of career counseling which encourages the choice of a nontraditional occupation on undecided female undergraduates. The students' responses to both audiovisual material and talks by either male or female counselors are measured and the implications discussed.

546. **Lueth, Carl Anthony. "Selected Aspects in the Attainment and Use of the Doctor of Medicine, Doctor of Dental Surgery, and Bachelor of Laws Degrees by Women Graduates of Tulane University and Loyola University of the South." Ed.D., University of Mississippi, 1973. 217p.**

This study seeks to determine the general backgrounds of those women who obtained professional degrees, factors which have hindered or encouraged their receiving and using those degrees, and the number who are employed and active in their professions. A questionnaire surveying 285 women who graduated between 1945 and 1972 is used to obtain the results.

547. **Lynn, Louis August Andrew. "A History of Teachers' Institutes of Louisiana: 1870-1921." Ph.D., Louisiana State University, 1961. 165p.**

This study traces the development of the Teachers' Institute movement in Louisiana and how it worked to both promote the free school concept and to provide in-service training for teachers. Starting in New Orleans in 1870, the movement grew to become the responsibility of a series of government agencies. How it significantly upgraded the individual goals and training of teachers and influenced people toward public education are outlined.

548. **Marsalis, Lloyd Wilton. "A Study of the Impact of Attitudes on Academic Performance of Students at the Mississippi State College for Women." Ed.D., University of Southern Mississippi, 1970. 47p.**

The attitudes of teachers and students in 1968-1969 towards each other are evaluated to determine the degree to which they are similar and reflect a parallel in the students' grades. Using a sort technique both before and after mid-semester grades, change in their perceptions toward each other and between the two groups is determined.

549. **Martin, Georgia M. "Differences in Evaluation of College Climate between Freshman and Senior Women at the University of Georgia." Ed.D., University of Georgia, 1966. 159p.**

The responses of a random sample of women students at the University of Georgia to the College Characteristics Index are used to determine the climate there as perceived by freshmen and seniors and the dominant college press. Significant differences between these two groups in such areas as aggression, emotionality, play, and dominance are determined and high and low press at the university is assessed.

550. **Matthews, Forrest David. "The Politics of Education in the Deep South: Georgia and Alabama, 1830-1860." Ph.D., Columbia University, 1965. 483p.**

A re-examination of conclusions reached by some concerning education in the antebellum South, this study explores attitudes toward education and educational support and progress. The author concludes that the history of education in the antebellum South is a "story of progress despite difficulties rather than a record of delinquency despite reform." As such, it is "quite similar" to the rest of the nation.

551. **Mayer, Evelyn Ann. "Study of the Attitudes of a Sample of the Initial Class of First-Year Women Admitted to Resident Living at the University of Virginia." Ed.D., University of Virginia, 1971. 181p.**

This study surveys a sample of the first female freshmen admitted to the University upon completion of their first semester. Their academic and social experiences at the University and their ambitions are questioned. Findings are compared with other recently coed institutions and suggestions are made for more effectively completing the transition to coeducation.

552. **McGinnis, Howard Justus. "A History of Teacher Training in West Virginia." Ph.D., University of Chicago, 1924. 158p.**

This study traces the history of teacher training in West Virginia from 1863-1924. Beginning with the formation of a statewide free school system and a series of teacher training agencies, it follows the development of the latter, including the establishment of county institutes, reading circles, normal schools, sectarian schools, extension work, teacher training high schools, and West Virginia University. Information on the physical plant, students, curricula, certification, and salaries are all given.

553. **McKemie, Kate. "Perception of *Actual and Ideal* Role Concepts of Women Heads of Departments of Physical Education by Immedidate Superiors, Department Heads, and Instructional Staff." Ed.D., University of Tennessee, 1970. 155p.**

The role of female physical education department heads is outlined as seen by their superiors and by their staff. Significant relationships within and between groups with respect to ideas about actual and ideal roles are found and discussed.

554. **McNutt, Anne Shoemaker. "A Study of the Role Models of Top-Echelon Women Administrators in Southern Public Institutions of Higher Education." Ph.D., George Peabody College for Teachers, 1979. 163 p.**

This study explores the existence and influence of role models in the careers of 56 women. General characteristics of the women and their models are outlined. The modeling process is shown to be very complex. The need for more female role models in the professions is recognized.

555. **Miller, Jesse. "A History of the Academies and Seminaries of the State of Kentucky, 1792-1850." M.A., University of Chicago, 1926. 152p.**

Prefaced by a review of the academies and seminaries of the colonies from 1763 to 1793, this study concentrates on the development of these institutions in Kentucky and their role in the education of its youth. It describes them as being the first educational institutions to which girls were freely admitted and the training schools of teachers. A number of specific schools are described, including their cost, enrollment, and curricula.

556. **Moore, Dean Frazier. "A Comparison of Selected Characteristics of LSU Women Graduates for the 1930s and 1950s." Ph.D., Louisiana State University, 1976. 220p.**

Differences and similarities between two generations of female graduates (1930-1940 and 1950-1960) are investigated in an attempt to see if changed social climate and its impact on the traditional roles of women can be documented. Similarities and differences between the two groups in a number of socio-economic factors are identified. Further study is recommended to determine if roles have changed as much as suspected.

557. **Moses, Mary Louise. "Predictors of Success or Failure of a Selected Group of Freshman Associate Degree Nursing Students." Ph.D., Texas Woman's University, 1976. 174p.**

Factors contributing to the success or failure of nursing students and those which could be used to predict that outcome are the focus of this study. Motivation, academic performance, outside responsibilities, and certain personal traits are among those described as important.

558. **Myers, Carmen Lorraine. "Sexual Harassment in Higher Education: A Perceptual Study of Academic Women in a State University System." Ph.D., Florida State University, 1980. 168p.**

The results of this mail questionnaire seek to understand the nature, incidence, and consequences of sexual harassment of academic women in the State University system of Florida during the 1979-1980 academic year. Agreement among respondents as to what constitutes sexual harassment, the number who have actually experienced it, and the positions of those responsible are outlined. Recommendations for future study are made.

559. **Nunley, Joe Edwin. "A History of the Cumberland Female College, McMinnville, Tennessee." Ed.D., University of Tennessee, 1965. 153p.**

This study concerns the origin and development of Cumberland Female College (TN) from its inception in 1850 until its closure at the turn of the century. Originally under the management of the Presbyterian Church, the school offered a college education and degree to women at a time when this was virtually unheard of. The growth of coeducation and public education as well as financial problems forced its closure in 1893.

560. **Orr, Milton Lee. "The State-Supported Colleges for Women." See Part III-Books.**

561. **Paylor, Mary Margaret. "A History of Nursing Education in Florida from 1893 to 1970." Ph.D., Florida State University, 1975. 194p.**

This history traces the development of nurses' training programs in Florida from the late 1800s to 1970. Initially administered by physicians, the author shows how the size and quality of the programs were greatly enhanced as legislation began regulating the practice of nursing in the state. Descriptions of the first University-affiliated program approved in 1922, nurse involvement in both World Wars, and an introduction of the associate arts degree in 1957 are given. Several brief institutional histories are included in the appendices.

562. **Pizzano, Jacqueline Marie. "The Education of Women in the New Orleans Area." Ed.D., George Peabody College for Teachers, 1978. 121p.**

Prefaced by a review of the development of women's education in both the Old and New Worlds, this work focuses on the city of New Orleans. The establishment of a girls' school by the Ursulines in the 1700s, female academies, public schools, the participation of private enterprise and religious denominations, and finally, municipal participation in education are all traced. Post-Civil War developments, including reorganization of the public schools, the reopening of the Normal School for Teachers, assistance from the Peabody Fund, attempts at integration, and the roles of both the state and the parishes are covered.

563. **Player, Willa B. "Improving College Education for Women at Bennett College: A Report of a Type A Project." See Part III-Books.**

564. **Pollard, Lucille Addison. "Women on College and University Faculties: A Historical Survey and Study of their Present Academic Status." See Part III-Books.**

565. **Pope, Christie F. "Preparation for Pedestals: North Carolina Antebellum Female Seminaries." Ph.D., University of Chicago, 1977. 288p.**

Through an examination of the female seminary, this study seeks to discover how young women were socialized into the role of the antebellum lady. The beginning and rapid growth of these institutions in North Carolina are discussed. Examples of early seminaries are given. Considerable information on their operation, faculty, academic, and social life add much to the often brief descriptions found in other educational histories.

566. **Preseren, Herman John. "General Education at the Woman's College of the University of North Carolina as Revealed through Group Interviewing of the Senior Class of 1953." Ph.D., University of North Carolina, 1954. 342p.**

This study surveys women college seniors from the class of 1953 concerning their general education. Their understanding of the overall purpose of the program and the interrelation of its parts is evaluated. Recommendations are made to improve it through ongoing faculty evaluation.

567. **Ralston, Yvonne Louise. ."An Analysis of Attitudes as Barriers to the Selection of Women as College Presidents in Florida." Ed.D., University of Mississippi, 1974. 129p.**

This study explores attitudes towards women in general and awareness of sex discrimination towards those aspiring to top administrative positions. The sample studied consists of Florida University system institutions which were in the process of, or had been involved in, the selection of a president in 1973-1974. The study concludes that the traditional views held by the Florida Board of Regents and the Chancellor act as barriers to the selection of women.

568. **Rice, Kathleen George. "A History of Whitworth College for Women." Ph.D., University of Mississippi, 1985. 145p.**

The story of Whitworth College for Women is traced from its opening in 1858 through its 79 years of operation. Structured around the tenures of its various presidents, this study relates the colleges' history and delineates the factors that eventually led to its closing. The increase in junior colleges and coeducational institutions, the lack of endowments, and pressure from the Southern Association of Colleges and Secondary Schools are listed among them.

569. **Roane, Florence Lovell. "A Cultural History of Professional Teacher Preparation at Bethune-Cookman College." Ed.D., Boston University, 1965. 309p.**

This analysis of the development of teacher education at Bethune-Cookman was undertaken in an effort to influence future growth at the college. The lingering effects of antebellum plantation society and postbellum educational efforts are discussed. The conditions which threaten a sense of self-esteem among African-American teachers are outlined. The study hypothesizes that the purpose of education is to give value to freedom of choice and decision-making and it elaborates on the possible outcomes of doing so.

570. **Robinson, John Michael. "Leadership Behavior of Male and Female Coaches of Women's Intercollegiate Track and Field." M.A., Southwest Texas State University, 1988. 146p.**

Using questionnaires, this study investigates the differences in leadership behavior of male and female track and field coaches in 14 college and university programs. Among the dimensions measured are consideration and initiating structure.

571. **Robinson, Omelia T. "Contributions of Black American Academic Women to American Higher Education." Ph.D., Wayne State University, 1978. 247p.**

A sample of African-American women from the nineteenth and twentieth centuries who made significant contributions to higher education are the focus of this study. The majority were born in the South. Their educational background and employment history are traced. Their motivation and sources of satisfaction as well as the changing set of obstacles they faced are documented. The results of affirmative action are included.

572. Rouse, Jacqueline Anne. "Lugenia D. Burns Hope: A Black Female Reformer in the South, 1871-1947." Ph.D., Emory University, 1983. 235p.

This study examines the public as well as parts of the private life of a social reformer and women's rights advocate. Her involvement in settlement work, the Atlanta Neighborhood Union, the education of African-Americans, and the general advancement of her race are detailed.

573. Ruoff, John Carl. "Southern Womanhood, 1865-1920: An Intellectual and Cultural Study." Ph.D., University of Illinois at Urbana-Champaign, 1976. 279p.

This work examines the concept of white Southern Womanhood as it develops and changes from the end of the Civil War to 1920. Its antebellum origins, the impact of the Civil War, postbellum changes in its meaning, and the development of a "New Woman in the South" are all addressed.

574. Scafella, Jeanne Swan. "Women in Support of a University: The Locus of Women Employees at West Virginia University and How They Feel About Their Work." Ed.D., West Virginia University, 1980. 188p.

Assessing the career attitudes of women employees in higher education at West Virginia in 1979 is the purpose of this study. Responses to a questionnaire sent to a sample of employees showed the majority filling traditional female jobs and earning lower salaries than their male counterparts. Approximately 23 percent of the faculty positions are held by women. A high degree of job satisfaction and a feeling of acceptance within the University work place are reported.

575. Scholz, Nelle Tumlin. "Attitudes of Women Students Toward Residence Hall Experiences at the University of Georgia: A Comparison of an Honor Hall and Conventional Halls." Ed.D., University of Georgia, 1970. 137p.

Attitudes of women students toward their residence hall experience in 1968 are analyzed and responses from students living in an honors hall and those in conventional halls compared. Changes in the system of administering the conventional halls are also measured. Residence-social attitude (RSA) scores are compared.

576. **Sebree, Evelyn Allen. "Women in Student Financial Aid Administration in Institutions of Higher Education in Nine Southern States." Ph.D., Florida State University, 1980. 177p.**

This survey of female financial aid administrators in the South gathered demographic, institutional, and academic information in order to profile the typical administrator. Her level of responsibility, educational and employment background, academic goals, and perception of her role are all outlined. Future trends in the profession are discussed and recommendations made.

577. **Smith, Aime Marguerite Peterson. "A Study of Administrators' Perceptions of Change in Three Private Liberal Arts Women's Junior Colleges: Averett, Southern Seminary, Virginia Intermont, in Virginia from 1966 to 1976." Ed.D., College of William and Mary, 1978. 160p.**

This investigation seeks to ascertain why these three colleges, among a larger pool of seven, are the only ones to survive with changes. Archival research and interviews are used to determine how each school's administration viewed the challenges that they faced and the solutions they found.

578. **Spring, Carol VandenBosche. "Women Students of the Florida State University: A Report of their Characteristics and their Perceptions of the Carnegie Commission Recommendations for Women in Higher Education." Ph.D., Florida State University, 1978. 181p.**

This study investigates a sample of women students in the spring of 1978 to determine how they perceive the programs, services, and policies and how curricular offerings may affect equality of opportunity at the institution. Selected characteristics of the women student population are also listed.

579. **Stillman, Rachel Bryan. "Education in the Confederate States of America, 1861-1865." Ph.D., University of Illinois at Urbana-Champaign, 1972. 485p.**

This general study of education during the period 1861-1865 shows that although a concern for it was maintained and some schools were able to function, others were forced to close and higher illiteracy rates resulted. Educators' overwhelming support for the Confederacy and their efforts to build an educational structure independent of the North are discussed. The opening of educational doors for African-Americans and the strengthening of the public school movement are cited as effects of the war.

580. **Strobel, Marian Elizabeth. "Ideology and Women's Higher Education, 1945-1960." Ph.D., Duke University, 1976. 291p.**

In response to the post-World War II debate concerning how women should be educated, case studies of four American colleges, including the Women's College of the University of North Carolina, are undertaken. The experiences of women students of the 1950s and their post-graduation lives are reviewed and compared with those of others. Changes are noted within the larger context of social change taking place in American society.

581. **Thompson, Donald Elwood. "Concerns of Black Community College Women." Ph.D., North Texas State University, 1981. 356p.**

This study identifies the concerns and locus of control of 605 African-American female students attending Dallas County Community Colleges during 1979-1980. These are related to a number of important demographic factors, including age, marital status, and income. Recommendations are made as to how community college faculty and staff can incorporate these results into programs and daily contact with the students.

582. **Thompson, Vera. "A Comparison Study of Southern Educated and Northern Educated Black Women Teachers." Ph.D., Fairleigh Dickinson University, 1986. 177p.**

This study seeks to discover if there are differences in the effectiveness of African-American female teachers educated in Southern African-American colleges and those in Northern predominately white institutions. Using both class observation and student pre- and post-testing, the conclusion that differences exist is drawn. The socialization process experienced in African-American colleges is believed to enhance the professional performance of its graduates. Other variables, including family background and parents' education, etc., are found to also contribute toward effectiveness.

583. **Tyran, Cynthia Jeanne. "The Response of Queens College to the Women's Movement." Ph.D., Duke University, 1981. 206p.**

The response of this private church-related women's college in North Carolina to the women's movement from 1968 to 1980 is studied. The degree to which changes in institutional policy, programs, and services during the 1970s were influenced by the movement is noted.

584. **Watkins, Mary Belle Sanders. "Historical and Biographical Studies of Women Olympic Participants at Tennessee State University, 1948-1980: Implications and Recommendations for Program and Staff Development." Ed.D., George Peabody College for Teachers, Vanderbilt University, 1980. 245p.**

The history, biographies, and training programs of women Olympic trainees are studied using questionnaires, interviews, and other sources. Social and educational characteristics or factors influencing their development are sought and discussed. The implications of the study and suggestions for future research are outlined.

585. **Weeks, Sandra Rivers. "Anne Schley Duggan: Portrait of a Dance Educator." Ph.D., Texas Woman's University, 1980. 331p.**

This biography of Duggan covers from 1936 to her retirement in 1973. It discusses her early life and career beginnings, concentrating on her role in the development of dance in American higher education.

586. **Wheeler, Darlene Whitecotton. "Some Educational Needs and Aspirations of Rural Women Educators in Selected Areas of South Mississippi." Ph.D., University of Southern Mississippi, 1978. 137p.**

The educational needs and goals of rural women educators in Southern Mississippi are investigated to determine why some want to continue their education beyond the first degrees and if the programs being offered meet their needs. The influence of personal and demographic variables are analyzed and the types of programs desired recorded.

587. **White, Patricia Elizabeth Clifton. "A Study of the Status of Women Counselors in the Virginia Community College System." Ed.D., College of William and Mary, 1976. 151p.**

The status of women counselors as compared to their male counterparts is investigated with respect to their participation rate, initial and current rank, speed of promotion, professional support, clerical aid, and tuition assistance. Conclusions are made concerning the areas in which their status was equal to that of men and in which it was poorer.

588. **Wilkins, Martha Huddleston. "Education for Freedom: the Noble Experiment of Sarah A. Dickey and the Mount Hermon Seminary." Ph.D., University of Mississippi, 1985. 162p.**

This study researches the contributions of Sarah Dickey, a Northern missionary and teacher who worked to educate and evangelize the freed slaves of the South after the Civil War. Her experiences teaching and eventual founding of the Mount Hermon Seminary in 1875 for the education of African-American women are related. The school's role as a center of social and religious life in the community, its continuous financial problems, and its eventual closing after her death are described.

589. **Williams, Olivia McGough. "Twenty Years after College: A Follow-up Study of Women of the Entering Class of 1949 at Selected Institutions of Higher Learning in Mississippi." Ed.D., University of Mississippi, 1975. 187p.**

This study surveys women 20 years after college to determine their employment history and status, vocational fields of preference, and any needed guidance services that would facilitate their transition from housewife and mother to re-entry student or employee. Alumnae of the entering class of 1949 at four Mississippi institutions constitute the sample.

590. **Wills, Lynette A. Hardie. "Peabody Women Doctorates: 1961-1975." Ph.D., George Peabody College for Teachers, 1978. 230p.**

This study of women doctorates from 1961-1975 investigates the changes during that period in three areas: their personal characteristics, the factors which help or impede doctoral study for women, and career patterns after graduation.

591. **Witherington, Henry Carl. "A History of State Higher Education in Tennessee." Ph.D., University of Chicago, 1931. 271p.**

This thesis seeks to outline influences on the changing course of higher education in Tennessee during the 1800s and first part of 1900s. The social and economic factors which caused indifference towards education as a state function for over a century and resulted in its being largely a private enterprise are outlined. The rise of new forces and conditions which determined a new trend of higher education after about 1900 are discussed. A number of early schools are described. Although no specific section is devoted to women, there is some discussion of the development of teacher-training and of the admission of women to institutions of higher learning.

592. **Young, Elizabeth Barber. "A Study of the Curricula of Seven Selected Women's Colleges of the Southern States." See Part III-Books.**

Part VI - PRIMARY SOURCES

In this section, we have provided a partial listing of primary sources on the higher education of women in the South. These primary sources include both official records of institutions and some manuscript collections and were compiled through a survey of archival records within colleges and universities in the spring and summer of 1990. As the responses varied in fullness and some institutions did not respond at all, scholars will certainly want to consult specific institutions for more detail.

Scholars may also wish to consult state archives and local historical societies which maintain many records concerned with education. The papers of Elizabeth Avery Colton, one time head of the Standards Committee for the Southern Association of Collegiate Women, for example, are at the North Carolina State Archives; the South Carolina Historical Society maintains the papers of the Pollitzer sisters, women educators active in their state. The papers of the Southern Association of Collegiate Women are now housed in the Archives of the American Association of University Women in Washington, D.C. Also housed within the A.A.U.W. are a number of articles that concern the higher education of women in the South.[1]

Primary source materials provide, above all, the chance to ask not only what we know about the past but also how we know what we know. Overall, the archival records of coeducational institutions and women's colleges in the South offer a wealth of material awaiting the serious scholar. The listing here is intended as a starting point.[2]

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[1] For example, The Journal of the Association of Collegiate Alumnae and The Journal of the A.U.U.W. both addressed women's education within the South. The early issues of these journals should be consulted in any comprehensive study for comparisons among regions concerning scholarship, financial aid, curriculum, and the purpose of education. In particular, see The Journal of the A.A.U.W. for the years 1913, 1916, 1917, 1928; and The Journal of the Association of Collegiate Alumnae for the years 1899 and 1906.

[2] For a directory of manuscript collections, see Women's History Sources: A Guide to Archives and Manuscript Collections in the United States by Andrea Hinding and Clarke A. Chambers (1979).

Part VI - Selected Primary Sources as Listed by States

ALABAMA

593. **Auburn University**
Draughon Library
Auburn, Alabama 36849-5607

-University Archives
1856-present

Women were admitted to Auburn University in 1892. Records concerning their education and work at Auburn can be found in the collections described below and in other materials such as yearbooks, bulletins, catalogs, and so forth.

-Alpha Nu Chapter of Omicron Nu
1951-1964
2 archival boxes

Records of this Home Economics Honor Society consist of information on the National Conclaves, the correspondence of Marion Spidle (see below), pamphlets and program brochures, information on the formation of the chapter, membership rolls, clippings, ritual forms, and other correspondence and printed matter.

-Dean of Student Life/Dean of Women Records
1946-1976
19 record storage boxes, 1.5 archival boxes and 24.2 feet

The Dean of Women had the responsibility for establishing and carrying out the over-all program for women students. The office provided a counseling program, a housing program, a social program, and a program of activities. The records of the office are composed primarily of correspondence as well as newsletters, pamphlets, clippings, and minutes from various committees. Subject categories are as follows: Associated Women Students; Committees-AU Campus; Correspondence-General; Correspondence-AU Campus-Departmental; Lectures and Concerts; Notebooks of Weekly Staff Meetings, 1946-1980; Organizations-Professional; Dean Katherine Cater's personal material; and Student Files.

-Mortar Board
1938-1980
5 linear feet

The Mortar Board collection records the activities of three women's honorary societies which have been active on the Auburn University campus since 1932. The collection includes correspondence, the majority dated 1953-1955; minutes of meetings, (1955-1980); constitutions of the three organizations; annual reports; financial statements, and materials relating to the activities of the organization. There are also eight scrapbooks which include many clippings and photographs from the time period 1938-1962.

-Panhellenic Council Records
1935-1972
7 record carton boxes

The Panhellenic Council at Auburn was founded in 1929 by four sororities. The council is responsible for compiling rules concerning rush, pledging, and initiation, and for publishing annually a Panhellenic Handbook. Their collection consists of correspondence, financial records, minutes, handbooks, sorority advisor and membership lists, and information concerning Greek Week and Rush.

-School of Home Economics
1922-1965
21.25 linear feet, 17 boxes

This collection contains correspondence, reports, clippings, photographs, and scrapbooks once kept by the administrative office of the School. Also included are some personal papers of Dean Marion Spidle.

-Marion Spidle Collection
1953-1976
5 archival boxes, 2.8 linear feet

Marion Spidle was Dean of the School of Home Economics at Auburn University from 1946 until her retirement in 1966. The collection consists of club and organizational minutes and newsletters, personal and professional correspondence, newspaper clippings, notebooks, scrapbooks, photographs, post cards, award certificates, a travel diary and other documents relating to Marion Spidle's life and career.

594. Judson College
Bowling Library, Judson College
Marion, Alabama 36756

-Judson College Archives and Special Collection
1839-present
Approximately 262 linear inches of documents, 240 memorabilia items, and 840 volumes

Papers, books, tapes, scrapbooks, senior honors projects, memorabilia pertaining to Judson, undated Civil War scrapbooks of Mrs. James Smith, and materials relating to Marion and Perry County, Alabama, are included in this collection. One of the oldest documents is an 1840 letter containing a description of the Judson Female Institute and the building under construction (the original Jewett Hall that burned in 1888). A history of the school was published in 1989 and is listed in Part III under Hamilton, Frances Dew.

595. University of Alabama
Hoole Special Collections Library
P.O. Box 870266
Tuscaloosa, Alabama 35487

-Marion Galloway
n.d.
unprocessed collection

Galloway was the director of the University of Alabama Theatre from 1948 to 1973. Her papers might be of use to scholars looking at the role of women students and faculty in the Drama Department.

-Agnes Ellen Harris
1919-1945

Harris was professor of Home Economics and Dean of Women at the University of Alabama. Her papers include correspondence and records; an index to student files (1930-1944); and publications. Topics discussed include agriculture, home economics, Parent-Teacher Associations, publishing companies, sororities, and other matters. Also included are University of Alabama publications, publications of other Alabama colleges, normal schools, and out of state college publications.

-Lena Lockhart Collection
n.d.
1 item

Papers presented to the Thomaston Study Club, "Woman's Part in Making Alabama History --- The Past" focusing on female educators.

-Henrietta Thompson
n.d.
14,567 items

Thompson was a professor of Home Economics at the University. Her collection includes correspondence and other papers.

GEORGIA

596. Agnes Scott College
Agnes Scott College Library
Decatur, Georgia 30030

-Agnes Scott College Archives
1890-present
206 linear feet

This collection contains correspondence, reports, financial records, student records, photographs, printed material, scrapbooks, and clippings. The collection documents the operation of the College since its beginning. Most of the collection is unprocessed.

-Lee B. Copple Collection
1964-1989
5 linear feet

Letters, clippings, and writings within this collection document the personal and professional life of a professor of psychology at Agnes Scott College.

-Catherine Marshall Collection
1932-1984
49 boxes

The personal papers of this noted author and alumnae of the College contain correspondence, books, manuscripts, diaries, and audio tapes. Catherine Wood Marshall Le Sourd, a 1936 alumna, authored many spiritual books and novels. She was, at one time, the wife of the well-known Reverend Peter Marshall.

597. **Emory University**
Woodruff Library
Atlanta, Georgia 30322

-University Archives

Archival holdings containing information on women at Emory include: Board of Trustees records, faculty and University Senate Records, annual reports to the President, the records of the President's Commission on the Status of Women at Emory (1974-1985), 2 folders of the minutes of the Women's Caucus (1974), and one folder on the Women's Studies program. Much information will also be found in University publications such as Campus Report, the Presidents' annual reports, and student publications.

-Emory University. Division of Librarianship
1928-1964
5.75 linear feet

Administrative records of the Carnegie Library School of Atlanta after its affiliation with Emory in 1925 are found in this collection. The development of the school, its courses, and the addition of a graduate level program are also documented.

-Mary Cornelia Barker
1918-1971
5.5 linear feet

Correspondence, organizational records, printed material which relate to Barker's work as a teacher and an organizer are found in this collection. Of particular interest are her records on the Southern Summer School for Women Workers.

-Tommie Dora Barker
1905-1971
7.5 linear feet

Barker was a librarian and a library educator. Her collection includes correspondence, organizational and administrative records, and clippings relative to her work in Atlanta's Carnegie Library School and in the Emory University Library School.

-Augusta Steen Cooper
1925-1970
1.7 linear feet

Cooper was an instructor of Chemistry at Emory from 1943 to 1945. Her collection includes correspondence relating to her work and other activities.

-Atticus Haygood
1861-1952
.8 linear feet, 12 bound vol.

Haygood was President of Emory College from 1875 to 1884. His collection contains materials relating to Mamie Haygood Ardis, the first female student at Emory.

598. **Mercer University**
Main Library
1300 Edgewood Ave
Macon, Georgia 31207

-Tift College Collection
1849-1987
approximately 200 linear feet

Tift College was a Baptist 4-year liberal arts college for women. It merged with Mercer in 1986. The collection contains yearbooks, catalogs, commencement programs, scrapbooks, photographs, administrative papers, deeds, applications, publications, correspondence, and other items. Within the collection are also papers of Dr. Stella Center, a pioneer educator in reading.

599. **Spelman College**
Women's Research Center
Box 115
350 Spelman Lane S.W.
Atlanta, Georgia 30314

-Spelman College Archives
1881-present
500 cubic feet

The Archives of Spelman contains a full set of the Spelman Messenger from 1881, as well as many yearbooks, catalogs, bulletins, and some administrative records of the College. The Messenger from the years 1881-1926 is also available on microfilm.

600. **University of Georgia**
Hargett Rare Book and Manuscript Library
Athens, Georgia 30602

-Lucy Cobb Institute
1821-1959
11 manuscript collections

A number of collections document the history of the Lucy Cobb Institute, once located in Athens, Georgia. These collections contain records of the school itself, family papers relating to the school benefactor and students at the school, scrapbooks, and photographs.

-State Normal School
1902-present
3 manuscript collections

Collections which relate to the State Normal School in Athens, Georgia, include papers of the school itself, its history, curricula, alumnae, finances, photographs, and correspondence. A published history of the school, History of the State Normal School by Sell, is also available. Also related to the school are the Pruitt and Branson Collections. The Pruitt Collection (1914-1982) contains papers, clippings, and photos of Lorena Pace Pruitt, first woman mayor in Georgia and an alumnae of the State Normal School. The Branson Collection contains papers of E.C. Branson (1901-1912) from his tenure as president of the school.

601. Wesleyan College
Willet Memorial Library
4760 Forsyth Road
Macon, Georgia 31297

-College Archives
1835 to date

Wesleyan was the first college chartered in the United States to grant degrees to women. The collection consists of books, catalogs, photographs, essays, and newspaper clippings.

LOUISIANA

602. **Louisiana State University**
Hill Memorial Library
Baton Rouge, Louisiana 70803

-Louisiana Association of Student Nurses Collection
1950-1971
7 linear feet

This collection contains by-laws, financial records, correspondence, memoranda, photos, convention programs, and other material of this student nurses' group.

-Helen C. Wilkerson Collection
1920-1958
3 vol., 703 items

This collection contains correspondence, speeches, programs, and other papers from Wilkerson's career as Assistant Dean of Women at Louisiana State.

-Sophie Bell Wright Collection
1889-1906
3 vol., 69 items

The papers in this collection include scrapbooks of a New Orleans educator regarding the Home Institute, a day and boarding school which she founded. Many of the teachers Sophie Wright employed were themselves educated in normal schools, colleges, and universities in Louisiana.

603. Southeastern Louisiana University
The Center for Regional Studies
Box 730, University Station
Hammond, Louisiana 70402

-Southeastern Louisiana University Collection

This collection contains several record groups of interest to the higher education of women in the South, notably: the class register of Gretchen Magee (music faculty member from 1945-1952); the SLU Alma Mater by Ruth Smith; a scrapbook of Margaret Batchelor which covers Southeastern from 1934 to 1936; scrapbooks (1942-1980) of Les Mesdames, a campus organization for faculty women and wives of faculty; and Self-Study Reports from the Home Economics Department (1962 and 1982); Self-Study Reports from the Division, later School, of Nursing (1972 and 1982). Also the University Collection has recently received one large box of papers from the School of Nursing which deals with its early formation including minutes of meetings, committee reports for accreditation, plans and outlines for curriculum. This school has had only one dean since its inception, Ellienne Tate, and these papers reflect her administration within the School of Nursing.

-C. C. Carter Collection
1861, 1913
2 items

Within this collection are a reunion luncheon program from Newcomb College (1913) and a small newspaper entitled The Volunteer's Friend published by a girls' secondary school in New Orleans.

-Regional History Collection, Tangipahoa Parish

This collection includes the 1937 diary of Irma Pierce from her days at Southeastern Louisiana College.

-Maude Rogers Ward Collection
1921-1924
2 items

This collection contains the scrapbook of Ina B. Shaw, assembled while attending Louisiana State Normal College in Natchitoches. Also included is the diploma of Ms. Shaw.

-Velmarae Dunn Collection

A history of the Hammond Branch of the A.A.U.W. and a brief commentary on one of the pioneer English faculty members at Southeastern are included in this collection.

604. Tulane University
New Orleans, Louisiana 70118

-University Archives
Howard Tilton Library, Special Collections
1886-present

As Newcomb is a coordinate college for women within Tulane University, records generated by the Office of the President, as well as faculty records, and other records shared with the University are found in University Archives. Yearbooks, bulletins, catalogs, and papers of the faculty are also found here.

-Newcomb Archives
Newcomb College Center for Research on Women
1886-present
300 linear feet

The Newcomb Archives contains student and administrative records, publications, scrapbooks, bulletins, catalogs, and records of the College. A guide which lists Newcomb records and related manuscripts in various repositories within the city, The H. Sophie Newcomb Memorial College: A Research Guide, is available.

-Amistad Research Center
Tilton Hall
1780-present

The Amistad is an independent research center housed at Tulane University. A manuscript library for the study of ethnic history, culture, and race relations, the Amistad contains the papers of the American Missionary Association, the papers of various educators of African-Americans, and a number of women educated in the South.

605. University of Southwestern Louisiana
Southwestern Archives and Manuscripts Collection
USL P.O. Box 40199
Lafayette, Louisiana 70504

-University Archives
1899-1937
50 linear feet

This collection includes photographs, newspapers, publications, scrapbooks, all of which have information on women students and faculty. Also, the archives house records of the president and the president's office, the registrar, fiscal officer, literary societies and student services officials.

MISSISSIPPI

606. **Millsaps College**
J.B. Cain Archives of Mississippi Methodism and Millsaps College
Millsaps-Wilson Library
Jackson, Mississippi 39210

-Cain Archives of Mississippi Methodism and Millsaps College
1789-present

Millsaps-Wilson Library contains books and printed materials relating to Mississippi Methodism and the College, church registers and records, local church histories, the records of historical societies, the archives of Mississippi United Methodist Women, some artifacts of the church and the College, a manuscript collection and artifacts of the church and the College, and the records of the College. Material on women educated at the College is scattered through the church and College records. Additionally, a number of female academies and colleges are described in an unpublished report, Methodist Schools and Colleges in Mississippi Before 1890, which is available in the Archives. Millsaps also absorbed two women's colleges in the mid 1930s and these records are also available.

607. **Mississippi University for Women**
J.C. Fant Memorial Library
P.O. Box W 1625
Columbus, Mississippi 39701

-University Archives

Historical memorabilia, catalogs, bulletins, and other records are found in the Archives.

608. Tougaloo College
Coleman Library, Archives Department
Tougaloo, Mississippi 39174

-Lillian Pierce Benbow Room of Special Collections Archives

Included within this Archives are a number of collections which address the education and work of women.

-Clarice T. Campbell Collection
1964-1980
1 cubic foot

These papers contain notes, manuscripts, typescripts, and galley proofs from her publication Mississippi: The View from Tougaloo, some personal correspondence, documents concerning Dr. Campbell's education, and other publications, memorabilia, and business correspondence.

-Civil Rights: Jackson Movement, Freedom Riders, Jackson State Riots
1961-1964
.25 cubic foot

Newspapers, clippings, photographs, correspondence, programs, newsletters, and legal materials include information about a number of women who were active in various stages of the Civil Rights Movement. The role of women students is vividly portrayed, for example, in the papers of Joan Trumpauer, who edited the Civil Rights newsletter from Tougaloo, and in the clippings about women students who were Freedom Riders from Peabody College and Fisk. Additionally, the incident that instigated the Jackson State Riots was the injury of Jackson State student Mamie Bullard who was struck by a white motorist on Lynch Street. Coverage of the incident involved many female students.

-Tougaloo Nine Collection
1960-1967
1 cubic foot

This collection tells the story of the 1961 Library Sit-In in Jackson, Mississippi by nine Tougaloo students. Photographs, newspaper clippings, newsletters, correspondence, and transcribed interviews concerning the event speak to the part of four women students, Evelyn Pierce, Janice L. Jackson, Ethel Sawyer, and Jeraldine Edwards.

-Hilda C. Wilson Collection
1965-1973
6 cubic feet

This collection concerns Wilson's work in Mississippi with SNCC and Friends of Children of Mississippi Head Start Program, a biography written by her daughter, a paper by Wilson entitled "Why Are We Here? Where Are We Going?" and a brief diary of her experiences in Mississippi in February 1966.

609. **University of Southern Mississippi**
McCain Library and Archives
Southern Station
Box 5148
Hattiesburg, Mississippi 39406

-Business Education Department
1965-present

Materials in this record group include miscellaneous departmental correspondence (1965-1969) and a "History of the Department of Business Education" by Annelle Bonner, 1984.

-Home Economics Department
1936-1985
10 cubic feet

This record group within University Archives contains records and reports of the Home Economics Department (1936-1966), and scrapbooks for the Home Management House (1938-1948), and the Home Economics Club (ca. 1940-1975).

-School of Nursing
1965-present
1 cubic foot

The School of Nursing at USM was established in 1966. Their records include proposals for the school, accreditation studies, self-studies, histories, policy and procedure manuals, administrative manuals and reports from the Manpower in Nursing Study.

NORTH CAROLINA

610. **Bennett College**
Holgate Library
Greensboro, North Carolina 77402

-College Archives
1873-present

Founded in 1873, Bennett is one of the oldest continually operating institutions in the South and one of two Black women's colleges still in existence. The Archives contains bulletins, yearbooks, catalogs, administrative records, and student organization records.

611. **Davidson College**
Library of Davidson College
P.O. Box 1837
Davidson, North Carolina 28036

-Davidson Archives

Davidson College began admitting women students in 1972. The Archives has no special collection on women but maintains individual files on each Davidson alumnus or alumna.

612. **Duke University**
Perkins Library
University Archives and Manuscript Department
Durham, North Carolina 27706

-University Archives

University Archives contains the collections listed on the next pages:

-Duke University. Alumni Affairs. Alumnae Association
1914-1972

These records include minutes, correspondence, memoranda, lists of officers, and newsletters of the organization. Also included are transcripts of speeches and panel discussions presented at a symposium on women in higher education, held at Duke in 1963, tributes to Woman's College deans, and other papers relating to the establishment of continuing education programs for women, ca. 1969.

-Duke University. Woman's College Records
1930-1971
70.8 linear feet

Founded in 1924 as a coordinate college for women at Duke University, the Woman's College merged with Trinity College, the undergraduate men's college, in 1972 to form Trinity College of Arts and Sciences. Several histories of the University deal with women's education and are listed in Part III and Part IV of this bibliography. Additional unpublished histories are also located in the Archives. The records of the Woman's College contain correspondence, reports, memoranda, printed matter, statistics, and other materials, primarily from the offices of the Dean and the Assistant Dean. Also present are subject files, committee records, admissions statistics, scrapbooks, financial records and other materials concerning administration and staffing of the College, the development of the curriculum, and the enhancement and supervision of student life.

-Duke University. Woman's College. Department of Health and Physical Education Records
1923-1976
6.3 linear feet

Reports, correspondence, memoranda, printed matter, student records, scrapbooks, newspapers, and other materials relating to women's recreation at Duke.

-Duke University. Women's Network Records
1977-present

These records consist of the papers of the women faculty caucus which date from 1975. The papers relate to the recruitment, retention, and treatment of faculty women. Also included are reports concerning sexual harassment, salary equity, the dual responsibilities of work and family, as well as other matters.

-Duke University. Woman's Student Government Association Records
1919-1972

Minutes, correspondence, reports, printed matter, etc. of the WSGA and its committees, along with records of several student organizations and documents generated by administrations of the Woman's College and Duke University are included in these records. Subjects include the honor system, class reports, dormitory life, athletics, elections, freshman orientation, social organizations, handbooks, celebrations, and social regulations.

-Duke University. Women's Studies Program Records
1981-present

Women's Studies courses have been offered at Duke since 1968, and in 1983, the program was formally established. These papers include correspondence, reports, printed matter, student papers, surveys, and other materials. Included is an Alumnae Survey consisting of completed survey forms of graduate and undergraduate alumnae, from the class of 1928 to the class of 1986. The survey was designed to elicit responses about the experiences of women at Duke.

-Manuscripts Department

The collections listed below are housed in the Manuscripts Department of Duke University Library:

-American Association of University Women Records
1931-1976

Financial records, minutes, yearbooks, directories, annual reports documenting the administrative functions of the Durham Branch of this national organization are included in this collection.

-Alice Mary Baldwin Papers
1872-1962
10 linear feet

Baldwin was an educator and historian. The papers in her collection relate to her career at Duke as Dean of Women, and Dean of the Woman's College.

-Katharine Banham Papers
1945-1972, 1980
60 linear feet

This collection contains the correspondence, photographs, journals, course notes, audio tapes, and research notes which relate to Dr. Banham's career and interests as a psychologist, her role as an academic, her part in the founding of the Duke Nursery School, and her work on the Committee for Successful Aging. Also significant is a taped interview done in 1980 in which she talks about the position and status of women students and teachers at Duke during her career there.

-John Clopton Papers
1629-1915

These papers include the financial record books, 1861-1865, of Adelaide Clopton. The books account for students, tuition, and the minutes and constitution of a literary society at Chesapeake Female College, Manchester, Virginia.

-Amanda E. Gardner Papers
1833-1892

This family correspondence contains information on Elizabeth Gardner's education at Presbyterian Female Collegiate Institute, Talladega, Alabama, 1854-1855.

-Cora Perry McCanless Papers
1893-1933

These papers include course essays and grade reports, 1895-1897, relating to McCanless' work as a student at the Asheville Female College.

-Frank Lewis Reid Papers
1893-1897

Contained in these papers are the 1893 and 1896 president's reports of Greensboro Female College, a sketch of the College's Emerson Literary Society, and the 1897 alumnae address which discusses the importance of women's education and the power of women's clubs.

-Scarborough Family Papers
1760-1939

This family's correspondence includes information on education and student life at Davenport Female College during the nineteenth century.

-Anne Firor Scott Papers
1963-present
4.5 linear feet

Correspondence, student papers, committee records, and other materials are included in this collection. Some pertain to University matters, but most concern the study and teaching of American history, particularly the history of women in the South.

-Young Woman's Christian Association Records
1915-1973

Minutes and receipt books, correspondence, committee records, publications, project files and other records are included in these papers.

613. Saint Mary's College
Archives of Saint Mary's College, Kenan Library
900 Hillsborough
Raleigh, North Carolina 27603

-Archives of Saint Mary's College
1842-present (little was available before approximately 1880)
140 feet

The Archives contains photographs, papers, diaries, letters, memorabilia, museum articles, administrative records, student organization records, bound school publications, films and videotapes. Also within the Archives are rare and old books representing the early library collection and texts used by students, and information on the Smedes family (founding family of the school), Mildred Childe Lee, and Eleanor Wilson McAdoo.

614. Salem Academy and College
Siewers Room, Gramley Library, Salem College
Winston-Salem, North Carolina 27108

-Salem College Archives
1772-present
16 drawers, 7 shelves

Although the institution has used many names over the past centuries, Salem College was founded in 1772 for the education of young women and girls. The school's records, many of which are written in German, include trustees minutes, 1927 - ; annual financial statements of the elders of the Moravian Church from 1806; correspondence of school administrators, parents, and students; records of the Salem College endowment campaign, 1910-21; public examination records, 1800-1820, which include student responses to graduation exams; student accounts, ca.1800-1900, listing money received for students and precise descriptions of student expenditures; account books of the Alumnae Association, 1890-1931; registration books for students, 1804-89; photos; instructions for teachers, 1844-66; student notebooks; catalogs; lists of library holdings, 1805-1911; and inventories of the school's assets and holdings, 1805-11. The collection also includes artifacts such as needlework and costumes. Published materials of the institution include catalogs, literary magazines, announcements, yearbooks, newspapers, and alumnae newsletters.

-Emma Augusta Lehman
ca. 1880-1970
7 boxes and 12 vol.

Lehman (1841-1922) was a botanist and an English teacher at Salem College for more than 50 years. Correspondence, reading and travel diaries, lectures and lecture notes, notebooks, book lists, poetry, samples of dried plants and herbs, and other items are included in her collection. Her letters and essays about Salem Academy include notes about the school's first three students in 1772. She notes that these girls learned geography, astronomy, botany, hygiene, and other subjects although most people "thought women were fitted only to sew, to wash, cook and bake...and be a domestic drudge." A native of Bethania, North Carolina, Lehman was a Salem Academy alumna.

615. **University of North Carolina at Chapel Hill**
University Archives
Manuscripts Department
CB 3926
Wilson Library
Chapel Hill, North Carolina 27599

-American Association of University Women, Chapel Hill Branch
1923-1984
3 cubic feet

These records contain membership information, copies of the local yearbooks, correspondence, occasional clippings, programs and reports, annual reports, and other miscellaneous materials.

-Association for Women Faculty
1978-1984
.3 cubic feet

The Association was formed to promote intellectual and social contact among women faculty members. Minutes, constitutions, correspondence, etc., are included in the records.

-Dean of Women
1917-1981
6 cubic feet

These records contain annual reports, speeches, administrative files, correspondence and reports about various women student government organizations, writings of the Dean of Women, clippings, printed material, and photographs.

-Faculty Committee on the Status of Women
1973-1988
.5 cubic feet

The Committee records deal with the areas of hiring and promotion procedures, discrimination on the availability/costs of fringe benefits, appointment of the campus Affirmative Action Officer, enforcement of Equal Opportunity rules, and the broadening of professional development opportunities for women at UNC-Chapel Hill. The records consist of minutes, correspondence, lists, and reports.

-University Woman's Club
1953-1989
5 cubic feet

Initially begun in the late 1940s to foster ties among university faculty wives and women staff members, the Woman's Club came to include a Newcomer's Division which assisted faculty wives and women faculty in becoming acquainted with each other, with the University, and with Chapel Hill. The records consist of minutes, correspondence, newsletters, and other items.

-University Women for Affirmative Action
1972-1974
.3 cubic feet

Minutes, lists, correspondence, reports and a thesis on affirmative action at UNC are included in the records of this organization.

616. University of North Carolina at Greensboro
University Archives, Jackson Library, UNCG
Greensboro, North Carolina 27412-5201

-University Archives
1890-present
850 linear feet

UNCG was established in 1891 as the State Normal and Industrial School, the first state-supported college for white women in North Carolina. The school operated under various names until it became the University of North Carolina at Greensboro in 1963. It also became coeducational in that year. The collection contains the papers of all of the presidents and chancellors, many deans and vice-chancellors, departmental and school records, faculty papers, student government records, alumnae office records and publications, public relation and developmental records, administrative and student records, program playbills, blue prints, personal scrapbooks, diaries, speeches, tapes, cassettes, slides, microfilm, and other items. The photograph collection of more than 10,000 photos shows every aspect of College life and dates from 1892. In connection with an upcoming centennial, an oral history has been started.

-Virginia Terrell Lathrop Papers
1949-1974
3 linear feet

Lathrop was a member of the Board of Trustees of the Consolidated University of North Carolina (1949-1972) and of the Board of Governors of the University of North Carolina System (1972-1974). The materials in this collection contain her records of her work on these boards, and other printed material relating to her activities.

-National Association for Physical Education of College Women
1917-mid 1980s
14 metal file drawers

This collection contains the official archives of the National Association for the Physical Education of College Women. The records include files of officers, membership lists, committee reports, historical materials, correspondence, and material from regional associations and other related physical education organizations. Publications include newsletters, biennial reports, and reports of workshops, proceedings, and conferences.

-North Carolina Nursing Historical Collection
1909-present
Less than 10 linear feet

Records, photographs, publications, papers, diaries, texts, and worksheets which relate to nursing in North Carolina are included here.

-Southern Association for Physical Education of College Women
1928-present
5 boxes (assorted sizes)

The records in this collection include the papers and publications of the SAPECW. Files of the presidents (1967-1976), committee reports, officer lists, membership lists and correspondence are represented. Publications include histories, newsletters and directories for the 1940s-1970s. There are also programs from workshops and proceedings from the annual conventions.

-Southern Education Board
1901-1906
Less than 5 linear feet

Within the papers of Charles D. McIver, founder and first president of UNCG, are papers of the Southern Education Board, an organization which donated money in support of public education in the South during the early 1900s. In his position as District Director, McIver's corresponded with various school superintendents in North Carolina, South Carolina, and Georgia on matters regarding education, including the education of women. The collection includes correspondence, speeches and reports, and ledger books.

-Woman's Association for the Betterment of Public School Houses
1902-1916, 1944
2 linear feet

This collection includes correspondence, speeches, reports, minutes, clippings, and photographs of an organization whose purpose was to gather support of local parents and teachers in an effort to improve the public schools in the state. A large portion of the records consists of the papers of Mrs. Charles D. McIver.

617. **Wake Forest University**
Z. Smith Reynold Library
Personal Collections Section
Winston-Salem, North Carolina 27109-7777

-Judson Boyce Allen Collection
1941-1985

Papers include correspondence with Jacqueline Allen and Rosalind Allen, 1954-1978; and correspondence with other women in the English literature field.

-Anna Jane (Hunter) Hardaway Collection
1881-1883
9 items

Hardaway was a student and music teacher at Oxford Female Seminary, Oxford, North Carolina. Her papers consist of an autograph book, a commencement invitation and program, two diplomas from O.F.S., and photographs.

-Oxford Female Seminary Collection
1884-1925
9 vol., 4 items

This collection contains gradebooks, 1897-1925; photographs of the school buildings and faculty; the annual, The Phoenix, 1907, 1910, 1913; and a photocopy of a report card, 1884.

SOUTH CAROLINA

618. College of Charleston
Library
Charleston, South Carolina 29424

-College Archives
1918-present

Women were first admitted to the College of Charleston in 1918. The archives contain a file on coeducation of the institution; the papers and memorabilia of the first women graduate; the papers of Septima Clark, a prominent Black educator; the published work of various women faculty members; and various committee reports and other official records pertaining to women within the College.

619. Columbia College
J. Drake Evans Library
1301 Columbia College Drive
Columbia, South Carolina 29203

-Columbia College Archives
1854-present
233 linear feet

The Columbia College Archives contains the records of the institution from 1854 to the present. Columbia College has been, from its founding by the South Carolina Methodist Church, an institution for women. This collection contains a variety of materials such as records, photographs, yearbooks, memory books, published histories, unpublished histories, videotaped interviews, reminiscences, and various other items pertinent to the history of the College and to the history of higher education for women in South Carolina. An unpublished finding aid is available within the Archives.

620. **Converse College**
Mickle Library
Spartanburg, South Carolina 29301

-College Archives
1889-present

The College Archives contains the minutes of the Board of Trustees, yearbooks, handbooks, bulletins, some administrative records, and some records of student clubs.

621. **Winthrop College**
Winthrop College Archives and Special Collections
Dacus Library
Rock Hill, South Carolina 29733

-College Archives
Early 1880s-present
Approximately 1,100 linear feet

Founded in 1886 as a teacher training institution for women, Winthrop College has a long history of educating women. The Archives contains records documenting this history and includes letters, diaries, minutes, clippings, photographs, films, audiotapes, and other items. A printed inventory of the women's collection is described in an article by Chepesuik. (See #282 in Part IV of this bibliography.)

-American Association of University Women, Rock Hill Chapter
1925-1975
9 linear inches

This chapter of the AAUW was mostly composed of women faculty members from Winthrop College. Records contain constitutions, by-laws, minutes, financial records, correspondence, reports, membership lists, and clippings dealing with the founding, development and work of the chapter as it pertained to Winthrop.

-Elizabeth Frieuch Johnson
1917-1976
1 linear foot

This collection includes correspondence, diaries, speeches, unpublished essays and poems, membership lists, programs, photos, clippings, and other material which concerned Johnson's work as a faculty member at Winthrop College and her dealings with women's groups and interests there.

622. University of South Carolina
South Carolina Library
Columbia, South Carolina 29208

-University Archives
McKissick Library

The University Archives contains information on women at the University as found in catalogs, bulletins, yearbooks, and other records.

-Rosamonde Ramsay Boyd Collection
1924-1975
3753 items

These papers include correspondence, biographical data, photos, clippings, and published material. Also included is information on Boyd's work as a professor at Converse College and on her activities in such groups as the International Federation of University Women, South Carolina Status of Women Commission and the South Carolina Women's Council for Common Good.

-Camden Female Institute Records
1870
1 vol.

These records consist of activities, classes, and requirements of this institution.

-Edgefield Female Institute Records
1850
1 item

The institute's course of study, terms, and instructors (with Robert H. Nickolls named as rector and general instructor) are named in these records.

-Annie Perry Jester Collection
1896-1966
129 items

Annie Perry attended Winthrop Normal and Industrial College in 1896 and 1897. Her papers include letters dealing with student life at the College, and clippings regarding activities of the Winthrop Alumnae Association.

-Nancy Marshall Papers
1898-1909
1 vol.

These papers include Marshall's diary as a student and her records of the women she met at the Women's College in Richmond, Virginia, and Greenville Female College in Greenville, South Carolina.

-Mary McAliley Papers
1848-1901
49 items

These papers include correspondence and personal memorabilia, including letters from school friends and items regarding McAliley's interest in the legislature in the 1850s and her involvement with the South Carolina Female Collegiate Institute.

TENNESSEE

623. **Belmont College**
Williams Library
1900 Belmont Blvd.
Nashville, Tennessee 37212-3757

-Special Collections
1878-present
24 linear feet

Yearbooks, catalogs, miscellaneous brochures from Ward's Seminary, Belmont College for Young Women, Ward-Belmont School and Tennessee College for Women are housed in Special Collections.

624. **Memphis State University**
MSU Libraries
Special Collections
Memphis, Tennessee 38152

-Katherine Lawless Compton Papers
1869-1957
1.75 linear feet

These papers contain material about a Memphis woman's days as a student at Mississippi State College for Women, as well as other material on her life.

-Elizabeth Phillips Papers
1930-1979
21 linear feet

Included in these papers are personal and professional correspondence, diaries, research notes of a MSU English professor pertaining to her professional career and work as a social activist.

-Tennessee College Women's Sports Federation
1965-1983
9 linear feet

This collection records the integration, or attempts at integration, of women's sports programs into college athletic departments.

TEXAS

625. **Texas Woman's University**
Mary Evelyn Blagg Huey Library, Texas Woman's University
P.O. Box 23715
Denton, Texas 76204

-Texas Woman's University Archives
1901-present
40 boxes of approximately 50 linear feet; 4 vertical files encompassing 14 filing cabinets of approximately 417 cubic feet

The University Archives includes paraphernalia, film, files, clippings, records, photos, and memorabilia documenting the history of the University and its contributions to the education of women. Additionally, the TWU College of Nursing has established a Nursing Archive which deals predominantly with women and includes books, scrapbooks, oral histories, posters, and nursing uniforms. The Archives also encompasses a museum highlighting the achievements of the University and its students.

626. **University of North Texas**
University Archives
P.O. Box 5188 NT Station
Denton, Texas 76203

-University Archives

The University of North Texas does not house any special collections concerning women's departments within the University. They do house catalogs that include course information from departments that were mainly taught by women, such as Home Economics.

-Virginia Clarke Collection
1924-1970
3 linear feet

Virginia Clarke was librarian of the University of North Texas Laboratory School, a teacher training school. This collection includes her personal papers and scrapbooks as well as printed material, publications, and photographs concerning the development of the Laboratory School.

-Helen Hewitt Collection
1887-1976
5 linear feet

Helen Margaret Hewitt (1900-1977) was a professor of organ at the University of North Texas College of Music. The collection includes correspondence, printed material, publications, and photographs relating to her educational experiences at the Eastman School of Music and in Heidelberg, Germany, as well as her teaching career in Texas.

627. University of Texas at Austin
Eugene C. Barker Texas History Center
SRH 2.109
Austin, Texas 7817-7330

-The Barker Center

The Barker Center is the official repository for the University. Material relating to higher education of women includes University of Texas faculty and regents' minutes; catalogs; yearbooks; bulletins; personal papers of individual female faculty and former students; records of the President's Office, Dean of Women, Dean of Student Life, Student Union, etc; student newspapers; magazines; photographs; clipping files and scrapbooks; and indexes to periodical literature and biographical references. In addition, photographic and manuscript materials that relate to female higher education in Texas in general are also housed within the Center.

VIRGINIA

628. **Hollins College**
Hollins College Archives
Fishburn Library, Hollins College
Roanoke, Virginia 24020

-Hollins College Archives
ca. 1750, ca. 1890-present
300 linear feet

The emphasis of the Hollins Archives include the papers of Charles Lewis Cocke, the founder of the College; the Cocke family; the letters, diaries, scrapbooks, memorabilia and publications of alumnae; institutional records; photographs; correspondence; deeds; manuscripts; and anything else pertaining to Hollins College and its history. The Archives also stores the recent records of the College offices in addition to maintaining complete files on College publications and manuscript materials with a bearing on College history. Access to materials is provided by computer reference files.

629. **Longwood College**
Lancaster Library
Farmville, Virginia 23901

-College Archives
1859-present
5000 items

The College Archives contains catalogs from 1859 to the present, yearbooks (1899-present), faculty and board minutes from the 1890s, information on all past presidents of the college, and information on all the buildings of the College.

630. Mary Washington College of the University of Virginia
Library, Special Collections
Fredericksburg, Virginia 24401

-Mary Washington College Archives
1911-present

Mary Washington College was founded in 1911 as the coordinate college for women of the University of Virginia. The archives houses faculty minutes, committee minutes, unpublished histories of the college, course outlines, yearbooks, catalogs, student papers, some papers of college presidents and other administrators, biographical information on some of the early faculty members, an index to the school newspaper, and an index to any mention of Mary Washington College in the local newspaper. The campaign for the establishment of the coordinate college is represented in the collection of the Virginia State Archives in Richmond.

631. Mary Baldwin College
Grafton Library
Staunton, Virginia 24401

-College Archives
1842-present

Mary Baldwin was founded in 1842 as Augusta Female Seminary. In 1895, the name was changed to Mary Baldwin Seminary. The Seminary became a Junior College in 1916 and a four-year college in 1923. The archives contain the early registers of students. Records on curricula date from the 1890s. The Archives also contains photographs, catalogs, certificates, student association handbooks, some alumnae records, and some faculty and administrative records. A published history of the college exists and is listed in Part III under author Mary Watters. Another will be published in 1992.

632. **Randolph-Macon Woman's College**
Library
Lynchburg, Virginia 24503

-College Archives
1890-present

The Randolph-Macon archives contains faculty and administrative records, student memorabilia and class notes, photographs, and publications of the College. Correspondence concerning the controversy over Randolph-Macon's affiliation with the Methodist Church and committee notes on the banning of sororities in the 1950s are two segments of the collection often used. The archives also contains a small manuscript collection on writings by Virginia women.

633. **Southern Seminary College**
Von Canon Library
Buena Vista, Virginia 24416

-College Archives
mostly twentieth century
36 feet of records; 25 feet of photographs; 15 cans of 16mm film

The College Archives contains records and photographs and local newspaper clippings about the college from its early days to the present.

634. **Sweet Briar College**
Mary Helen Cochran Library
Sweet Briar, Virginia 24595

-Fanny B. Fletcher Archives
ca. 1860-present
Fills shelves and filing cabinets in two 9 x 12 rooms

The Archives contains papers, photographs, slides, motion pictures, and architectural drawings pertaining to the history of the College, a liberal arts college for women since its inception in 1901.

635. Westhampton College (University of Richmond)
University Archives, administered by the Virginia Baptist Historical Society
Box 34
University of Richmond, Virginia 23173

-Richmond Female Institute and Woman's College
1853-late 1970s
1 filing cabinet, 6 exhibit-style bookcases, 3-4 acid-free boxes

Artifacts, books, furniture, papers, records, correspondence, publications, photographs, and other materials are contained in this collection.

-Westhampton College
c. 1910-present
1 filing cabinet, 1/2 bookcase, 30+ acid-free storage boxes

The Westhampton College Collection contains artifacts, papers, records, correspondence, publications, oral history tapes, photographs, recordings, and scrapbooks concerning Westhampton, the coordinate college for women within the University of Richmond.

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